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ABSTRACT

This study inventories the urban activities of institutions of higher education in the Winston-Salem area and reports a significant series of social and economic indicators for nine urbanized areas in North Carolina. Part I consists of a series of excerpts from a collection of nine documents and reports concerned with development policy, planning in general, and planning for higher education in North Carolina. In Part II, attention is focused on the urban activities of five institutions of higher education and one consortium in Winston-Salem. Consideration is given only to those organizational units whose primary focus is on the interface between the institution and the city. Related document is HE 004 887. (MJM)

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Community Program Planning in Postsecondary Education: A Source Book for Winston-Salem, N.C.

by
Michael V. Busko
Francis X. Mulvihill
Kenneth W. Daly

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Center for Urban and Regional Studies
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

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COMMUNITY PROGRAM PLANNING IN POSTSECONDARY EDUCATION: A SOURCE BOOK FOR WINSTON-SALEM, NORTH CAROLINA

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Chapel Hill, North Carolina

August, 1973

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FORWARD

Since 1969, the North Carolina State Commission on Higher Education Facilities has worked with institutions of higher education and community agencies in Winston-Salem in assessing the demand for community services, inventorying existing programs, and planning physical facilities to meet community services needs. These activities have been supported through a series of special opportunity grants and the current Model Cities related grant, all from the United States Office of Education under the Higher Education Facilities Act of 1963.

Throughout this activity, one need that was always strikingly evident was for the social and economic data which could form the basis for sound community planning. The staff found there was no central source for such data, that many gaps existed in the available information, and that much duplication of effort occurred in accumulating the data necessary to support grant applications and other types of planning documents.

Earlier staff efforts to compile such economic and social data involved significant allocation of our staff resources, and the results were far from satisfactory. The availability of the detailed data from the 1970 census greatly facilitated the development of the array of statistical information needed for community program planning.

This study inventories the urban activities of institutions of higher education in the Winston-Salem area and reports a significant series of social and economic indicators for nine urbanized areas in North Carolina. We hope that this document will serve as a convenient source of community program planning data for institutions and agencies in Winston-Salem.

This report was prepared by the Center for Urban and Regional Studies of the University of North Carolina at Chapel Hill under contract with the North Carolina State Commission on Higher Education Facilities. The Commission staff is now a part of the General Administration of the University of North Carolina. Kenneth Daly, research associate at the Center, has served as principal investigator during the current grant year. The Commission expresses its appreciation and admiration for the diligence and skill with which he has carried out this activity. He collected the materials which served as the bases for Parts I and II of this report. Michael Busko, research assistant, wrote the final versions of Parts I and II and the introduction to Part III. Francis Mulvihill, Director of Research Interpretation at the Center, did the analyses of the 1970 Census which resulted in the tables and maps of Part III. He also wrote the definitions and interpretations of the indicators in these tables. Lorraine Moriarty was responsible for the computer generation and additional graphics for the tract maps.

Charles L. Wheeler
Director

COMMUNITY PROGRAM PLANNING IN

POSTSECONDARY EDUCATION: A SOURCE BOOK

FOR WINSTON-SALEM, NORTH CAROLINA

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PART I

LEGAL AND POLICY CONTEXT

Contents

Introduction

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Excerpts from Documents and Reports

Introduction

Part I consists of a series of excerpts from a collection of nine documents and reports concerned with development policy, planning in general, and planning for higher education in North Carolina. The intent is to give the legal and policy context within which community program planning in postsecondary education may take place in North Carolina. The only ordering attempted was to begin with the general and move toward the specific.

In general, editing has been held to a minimum: most excerpts are quoted exactly and appear in the same order as in the original documents; underlined headings are usually the same as chapter or section titles in the originals. The document citations and the major headings are given in the Detailed Table of Contents which follows this Introduction.

Detailed Table of Contents for Part I

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4. Department of Administration. Regional Planning in North Carolina: State Planning Report 132.02. Raleigh, North Carolina, May 1971.

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5. North Carolina Board of Higher Education. Planning for Higher Education in North Carolina. Raleigh, North Carolina, November 1968.

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6. Department of Community Colleges. Planning for the North Carolina Community College System, Volume I: Summary and Recommendations. Raleigh, North Carolina, June 1970.

   Planning Process

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7. Department of Community Colleges. Planning for the North Carolina Community College System, Volume III: Four Year Operating Plan 1971-75. Raleigh, North Carolina, June 1970.

   Annual Average FTE Enrollment Projections (Table)

8. Forsyth Technical Institute. Planning for Forsyth Technical Institute: Plans for 1970-80 Decade. Winston-Salem, North Carolina, May 1971.

   Introduction

   Sources of Information for Local Planning

   Plans for Forsyth Technical Institute

   Some Manpower and Education Data (Two Tables)

9. City of Winston-Salem, North Carolina. Planned Variations--Phase II Submission. Winston-Salem, North Carolina, February 1972.

   Community Development Strategy Under Planned Variations

1. Phay, Robert E. North Carolina Constitutional and Statutory Provisions with Respect to Higher Education. Chapel Hill: Institute of Government, The University of North Carolina at Chapel Hill, 1972.

I. North Carolina Constitutional Provisions on Higher Education

North Carolina Constitution

Article IX. Education

Sec. 8. Higher Education. The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina and of the other institutions of higher education, in whom shall be vested all the privileges, rights, franchises, and endowments heretofore granted to or conferred upon the trustees of these institutions. The General Assembly may enact laws necessary and expedient for the maintenance and management of The University of North Carolina and the other public institutions of higher education.

Sec. 9. Benefits of public institutions of higher education. The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

II. The University of North Carolina

116-1. Purpose. -In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of the State's resources, the University of North Carolina is hereby redefined in accordance with the provisions of this Article. (1971, c. 1244, s. 1.)

116-11. Powers and duties generally. -The powers and duties of the Board of Governors shall include the following:

(1) The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, subject to the powers and responsibilities given in this Article to the boards of trustees of the institutions, and to this end it shall maintain close liaison with the State Board of Education, the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the institutions. State-wide federal or State programs that provide aid to institutions or students of post-

secondary education through a State agency, except those related exclusively to the community college system, shall be administered by the Board pursuant to any requirement of State or federal statute in order to insure that all activities are consonant with the State's long-range plan for higher education.

(3) The Board shall determine the functions, educational activities and academic programs of the constituent institutions. The Board shall also determine the types of degrees to be awarded. The powers herein given to the Board shall not be restricted by any provision of law assigning specific functions or responsibilities to designated institutions, the powers herein given superseding any such provisions of law. The Board, after adequate notice and after affording the institutional board of trustees an opportunity to be heard, shall have authority to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative.

116.14. President and staff.-

(b) The President shall be assisted by such professional staff members as may be deemed necessary to carry out the provisions of this Article, who shall be elected by the Board on nomination of the President. The Board shall fix the compensation of the staff members it elects. These staff members shall include a senior vice-president and

such other vice-presidents and officers as may be deemed desirable. Provision shall be made for persons of high competency and strong professional experience in such areas as academic affairs, public service programs, business and financial affairs, institutional studies and long-range planning, student affairs, research, legal affairs, health affairs, and institutional development, and for State and federal programs administered by the Board.

116.18. Information Center established. -The Board of Governors of The University of North Carolina, with the cooperation of other concerned organizations, shall establish, as a function of the Board, an Educational Opportunities Information Center to provide information and assistance to prospective college and university students and to the several institutions, both public and private, on matters regarding student admissions, transfers and enrollments. The public institutions shall cooperate with the Center by furnishing such nonconfidential information as may assist the Center in the performance of its duties. Similar cooperation shall be requested of the private institutions in the State.

An applicant for admission to an institution who is not offered admission may request that the institution send to the Center appropriate nonconfidential information concerning his application. The Center may, at its discretion and with permission of the applicant, direct the attention of other

institutions to the applicant and the attention of the applicant to other institutions. The Center is authorized to conduct such studies and analyses of admissions, transfers, and enrollments as may be deemed appropriate.

III. North Carolina School of the Arts

116.63. Policy. -It is hereby declared to be the policy of the State to foster, encourage and promote, and to provide assistance for, the cultural development of the citizens of North Carolina, and to this end the General Assembly does create and provide for a training center for instruction in the performing arts. (1963, c. 1116)

116-66. Powers of various boards.-The Board of Governors of the University of North Carolina and the board of trustees of the school shall be advised and assisted by the State Board of Education and by the advisory board of the school. Entrance requirements shall be prescribed so that the professional training offered shall be available only to those students who possess exceptional talent in the performing arts. In developing curricula the school shall utilize, pursuant to agreement with institutions of higher education or with any local administrative school unit, existing facilities and such academic nonarts courses and programs of instruction as may be needed by the students of the school, and, in the discretion of the Board of Governors, personnel may be employed jointly with any

such institution or unit on a cooperative, cost-sharing basis. Curricula below the collegiate level shall be developed with the advice and approval of the State Board of Education and in consultation with the advisory board of the school. The school shall confer and cooperate with the Southern Regional Education Board and with other regional and national organizations to obtain wide support and to establish the school as the center in the South for the professional training and performance of artists. The chancellor of the school shall preferably be a noted composer or dramatist. (1963, c. 1116; 1971, c.1244, s. 13.)

116-69. Purpose of school program. The primary purpose of the school shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, the dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts. The said school may also offer high school and college instruction in academic subjects, and such other programs as are deemed necessary to meet the needs of its students and of the State, consistent with appropriations made and gifts received therefor, and may cooperate, if it chooses, with other schools which provide such courses of instruction. The school, on occasion, may accept elementary grade students of rare talent, and shall arrange for such

students, in cooperation with an elementary school, a suitable educational program. (1963, c. 1116)

X. State Educational Assistance Authority

116-201. Purpose and definitions.-(a) The purpose of this Article is to authorize a system of financial assistance, consisting of grants, loans, work-study or other employment, and other aids, for qualified residents of the State to enable them to obtain an education beyond the high school level by attending public or private educational institutions. The General Assembly has found and hereby declares that it is in the public interest and essential to the welfare and well-being of the inhabitants of the State and to the proper growth and development of the State to foster and provide financial assistance to residents of the State, properly qualified therefor, in order to help them to obtain an education beyond the high school level. The General Assembly has further found that many residents of the State who are fully qualified to enroll in appropriate educational institutions for furthering their education beyond the high school level lack the financial means and are unable, without financial assistance as authorized under this Article, to pay the cost of such education, with a consequent irreparable loss to the State of valuable tenants vital to its welfare. The General Assembly has determined that the establishment of a proper system of financial assistance for such objective purposes

serves a public purpose and is fully consistent with the long-established policy of the State to encourage, promote and assist the education of the people of the State.

XII. Miscellaneous

Planning and Regulation of Development

Chapter 160A. Cities and Towns

Article 19.

Planning and Regulation of Development

Part 3. Zoning.

160A-392. Part applicable to buildings constructed by the State and its subdivisions.-All of the provisions of this Part are hereby made applicable to the erection, construction and use of buildings by the State of North Carolina and its political subdivisions.

2. Department of Administration. North Carolina Statewide Development Policy. Raleigh, North Carolina, 1972.

The Developmental Management System

To Institutionalize Common Statewide Goals

A common statewide goal, first of all, is a goal that cuts across specific program area lines and speaks to the fundamental questions of how the well-being of all citizens can be improved. It is a goal to which programs in health, housing, education, etc. all can be related, and this is why the term common goal is

used. Statewide means just that--across the entire State and involving all units of government and all citizens.

A common statewide goal, secondly, is a definite policy prescription for decision-making. It is based upon a clear choice among possible alternative directions for achievement. It does not bypass the decision on how to carry out policy. Rather, it embodies a single, consistent approach for guiding the administration of programs and procedures to achieve a desired end.

This document sets forth a common goal--the statewide development goal. It is presented in locational terms that are common to all program areas. The goal is:

> The creation of a network of small urban centers which, along with larger cities, can maintain a jobs-people-public services and environmental balance that supports a higher standard of living throughout the State.

This is a goal to assure that jobs and public services are available close to where the people of North Carolina choose to live. This is a goal that must be achieved through strengthening the population support role of non-metropolitan urban areas while maintaining and upgrading services in metropolitan areas.

The Statewide Development Goal is based upon two principal observations:

1. That the problems of economic well-being come largely from the unequal way people, jobs and public services are located in relation to each other.
2. That the fundamental opportunities for a higher standard of living in a modern industrialized society come from a clustering of people, jobs, and public services in urban centers.

Essentially, the goal recognizes that our society must be based upon small cities as well as large cities, and that people must have the opportunity to choose where to live. Jobs and public services then, within defined limits, must follow population settlement patterns.

The goal further recognizes the necessity for developing clusters of economic activity and services in rural regions to provide a basis for making a choice of residence. Without this, there can be no meaningful choice.

Statewide Development Policy reflects a broadening of both the state and regional leadership role. This is reflected in the following policy positions designed to avoid limitations of the earlier efforts:

1. To achieve development policy objectives, the State must guide more than just the public investment funds of the regional commissions.

2. To achieve development policy objectives, the State must develop a unified approach to the spending of state and federal dollars in all multi-county regions.

3. To achieve development policy objectives, the lead regional organizations must play a central role in the shaping of investment allocation decisions, and in the initiation of regional services.

A State-Regional Partnership in Leadership

Lead Regional Organizations

To achieve common statewide goals, and to strengthen all levels of government for the greater responsibilities for the 1970's, Governor Scott recommended that a strong regional planning and development organization be established in each of the 17 multi-county regions. These organizations, to be called Lead Regional Organizations, would serve as the important link in a state-local partnership in leadership.

Only one legally constituted organization, created by general purpose local governments, will be designated in each region. The designated Lead Regional Organizations will be expected to provide the necessary leadership for effective regional planning and program implementation.

The Regional Development Plan

The Regional Development Plan is a policy document for public investment within designated multi-county regions. It

will be based upon an urban settlement pattern and the jobs-people balance goal set by each regional organization. Although the Regional Development Plan is to be prepared and carried out through the framework of the Statewide Development Policy, it will carry regional policy determinations. It is a required work responsibility of the Lead Regional Organizations.

The purpose of the Regional Development Plan is to establish urbanization objectives for the multi-county region and to develop an approach for allocating public funds within the region to accomplish these objectives. In doing this, the regional plan becomes a more refined document than the Statewide Development Policy, as well as being an operational statement for carrying out this policy.

The Regional Development Plan, as presently conceived, is the primary decision-making tool for allocating State and federal funds for local public investments. This plan, along with the State Plans prepared by State agencies for the use of federal funds, will be one of the key elements in the unified decision-making process.

The Regional Development Plan will have at least five main work elements. Preparation of this Plan will be the work responsibility of the Lead Regional Organization, but much of the statistical backup, along with technical assistance in development planning, will be available from State government on a continuing basis.

The five elements of the Regional Development Plan are:

1. Classification of growth areas.
2. Determination of an urban settlement plan and the job requirements needed to achieve a jobs-people balance for that plan.
3. Determination of the public facility needs of growth centers.
4. Establishing locational priorities for the allocation of public investment funds.
5. Identification of priority investment projects for the coming year.

Regional Service Delivery

There are many gaps in local services--gaps which arise for several reasons:

1. Localities lack or have not sought to establish jurisdiction--such as in subsidized housing for low and moderate-income families, which presently is left to private intiative.
2. Problems transcend the capabilities of localities to exert influence--such as improvements in the delivery of primary health care, where physician shortage is critical.
3. The local service base is too small to support a sound program--such as in occupational education, with its requirements for teachers, guidance counselors, and facilities.

Seven statewide priority areas have been established. They include (in alphabetical order):

1. Child Development
2. Housing
3. Land Development and Water Use
4. Manpower and Education Development
5. Personal Health Care
6. Transportation
7. Urban Cluster Water and Sewer Service

GROWTH CENTERS IN REGION G

	Type	1970 Cluster Population	1980 Proj. Clus. Pop.	1960 Urb. Twp. Pop.	1970 Urb. Twp. Pop.	1980 Proj. Twp. Pop.
Primary						
Winston-Salem	R-I	182,610	205,014*	193,358	220,069	247,005
Greensboro	R-I	169,601	202,813*	178,746	215,887	258,032
High Point-Thomasville	A-I	110,559	126,780*	108,213	127,006	145,557
Burlington	A-I	54,870	73,253*	78,632	88,832	100,346
Lexington	A-II	31,945	38,844*	42,106	51,723	62,854
Asheboro	A-III	25,691	27,437*	34,767	40,244	43,005
Mt. Airy	A-III	18,307	18,920*	23,187	24,532	25,362
Eden	A-III	17,821	16,571*	19,674	20,162	18,746
Reidsville	A-IV	13,673	14,053*	28,113	28,954	29,773
Elkin	U-IV	8,179	7,075*	10,375	10,200	8,822
Madison-Mayodan	U-IV	7,795	8,942*	14,821	16,351	18,746
Kernersville	U-V	5,300	5,928*			
Mebane	U-V	3,436	4,076*	5,855	6,505	7,719
Mocksville	U-V	2,529	2,646	4,823	5,702	6,616
Secondary						
King	E-V	2,440	2,717*			
Yadkinville	G-V	2,232	2,393	6,280	7,207	7,719
Liberty	E-V	2,167	3,735	3,610	4,571	6,616
Franklinville-Ramseur	E-V	2,122	1,634*	4,250	4,295	3,308
Pilot Mountain	E-VI	1,309	1,413*	2,601	3,069	3,308
Yanceyville	G-VI	1,274	971	3,111	3,207	2,205
Walnut Cove	E-VI	1,213	1,196	3,453	3,813	4,411
Denton	E-VI	1,017	1,529	3,822	4,471	6,616
Dobson	G-VI	933	1,204	4,559	5,154	5,514
Total Growth Centers		677,023	769,144	774,156	891,954	1,012,280
Regional Population		(69.0%)	(69.8%)	862,204	981,393	1,102,702
Non-Center Twp. Population		-	-	88,048	89,439	90,422

*1980 share of township is same as 1970 share

3. Council on State Goals and Policy. First Annual Report. Raleigh, North Carolina, November, 1972.

The Economy

If the people of North Carolina are to enjoy continuing improvements in their level of living in the years ahead it is imperative:

1. that employment opportunities in the nation and in the State continue to grow and expand;
2. that all persons, regardless of color, sex, or creed, have equal opportunity to meaningful employment and job advancement;
3. that the productivity of industries in North Carolina be increased so that they can compete effectively with those in other states and regions;
4. that the output of our economy be shared in a fair and equitable manner; and
5. that the output of our economy be divided in such a manner that no man, woman, or child is deprived of the basic necessities of life.

These are the major economic goals at which public and private efforts should be aimed in the years ahead.

Health Care

Adequate and accessible health care for all persons of all ages is a goal for the State. The prolongation of life, the maintenance of healthy minds and bodies, and the minimization of human

suffering are among the most precious and highly prized aspirations of any civilized society. The achievement of these aspirations requires:

1. continued advances in medical knowledge through research and teaching;
2. wider dissemination to all citizens of ways and means of guarding against accidents, disease, and ailments that threaten the lives and health of our citizens; and
3. improvements in the structuring and organization of health care, in the geographic distribution of medical personnel and in the functioning of private and public systems for paying the costs of adequate and accessible health care for all persons of all races and all ages.

Learning Opportunities

Every North Carolinian should have--commensurate with his or her ability and desire--early, adequate, equal and continuing opportunities to learn the skills and acquire the knowledge that will place within his or her grasp personal fulfillment and full participation in the social, cultural, political and economic life of the State. We do not offer easy access to higher educational opportunities to all who are capable of benefiting. As a result many bright minds are under-developed, especially among those whose financial resources are limited. Another result is the loss to this State's citizens of the contributions those unfulfilled intellects could make. Higher education, partly as a result of recent reorganization, is re-examining programs and redefining emphases.

Selected Recommendations

Ninth, North Carolina, which has substantial expenditures for higher education, must continue to invest heavily to increase the rate of participation of its citizens in educational opportunities beyond the high school level. Unfortunately, only 68 percent of our students finished the eighth grade in 1968 and went on to graduate from high school in 1972. And of those who do complete high school, only 30 percent enroll in four-year colleges, only 10 percent enroll in junior colleges, and only 18 percent enter technical, trade, or business schools. Reliable indicators suggest that far too many of the state's youth leave the public schools, before and after graduation, without adequate preparation for earning a living in our modern industrial society. The result is a growing backlog of persons who cannot break into the system and a shortage of adequately prepared workers to support themselves and the economy.

Tenth, the state should continue its efforts of assisting students who may wish to choose between public and private institutions of higher learning. In recent years, the state has recognized the importance of private institutions of higher learning and has begun to provide financial support to enable students to attend them if they desire. Continuing this support and expanding it will enable the state and its citizens to use all the educational resources to the fullest extent.

Eleventh, more research in colleges and universities that is applicable to the problems of the state and the region should be undertaken. Research conducted in colleges and universities--for example, pure research--has recognizable intrinsic values and serves as a basis for applied research. It interests and challenges scholars and should be continued and expanded. Yet, locally applicable research offers immediate returns as well as exciting challenges to scholars. Public higher education, through its Board of Governors, should engage in more extensive planning for both pure and applied research.

Twelfth, the system of community colleges should be improved and expanded, especially in areas of technical training, for students coming out of high school and for adults desiring improved skills. While the pressures on many community colleges and technical institutions to expand is understandable, it must be understood that North Carolina cannot afford two college-university systems with the resulting duplication. The basic role of the community college system as a provider of technical instruction should be preserved, reinforced, and improved.

Thirteenth, the needs and desires of students should wherever possible be reflected in course content and other school-related activities. Whether in high school or college, if courses are not perceived as relevant by the student, he or she loses incentive to continue. The Council does not decry (indeed, it endorses and

wishes to improve) the classical forms of education. The Council does not suggest (indeed, it doubts) that all course content should be applicable to life before sundown or semester's end. But usefulness is a matter on the minds of our children, and we should listen to what they believe to be important and give them a role in planning such things as curricula, rules of conduct and facilities.

The Environment

The major environmental goal for North Carolina should be to preserve and enhance the State's precious natural resources and to ensure equal opportunity for all citizens to enjoy a total environment that is safe, healthy, free of pollution, and pleasant in which to live. This will require:

1. Continuing and broadening the remedial measures now being undertaken to solve existing environmental problems;
2. Initiating legislation, improved resource management policies and practices, and long-range planning to prevent future environmental problems;
3. Seeking to make our citizens aware of the nature of man's relationship to his environment, gain an appreciation for this relationship, and accept an Environmental Ethic to be practiced in decisions affecting man and his environment.

4. Department of Administration. Regional Planning in North Carolina: State Planning Report 132.02, Raleigh, North Carolina, May, 1971.

Planning Framework

Regional Planning Activities

Elements

I.	Comprehensive Regional Planning	A. Issue Research B. Setting Goals and Objectives C. Involvement and Communication D. Preparing the Regional Development Plan
II.	Functional Planning	A. Plan Preparation B. Application for Funds and Funding
III.	Program Management or Service Delivery	
IV.	Service Delivery/Monitoring	
V.	Program Impact/Evaluation	

Intergovernmental Coordination

A-95 as Mechanism for Regional-State-Federal Coordination

As indicated above, the primary mechanism for coordinating regional-state-federal planning efforts in North Carolina, as elsewhere, is federal Office of Management and Budget Circular No. A-95. "A-95", as it is commonly known, provides opportunity for local and state review and comment on certain federal programs and activities.

The process outlined in A-95 is based upon sections of the Demonstration Cities and Metropolitan Development Act of 1966, the Intergovernmental Cooperation Act of 1968, and, more recently, the National Environmental Policy Act of 1969. The provisions of the Circular are divided into four parts.

1. A-95 requires that state and areawide clearinghouses be notified by potential applicants for certain federal grants of their intent to apply, and that the clearinghouses and interested agencies and governmental units within the clearinghouse jurisdiction have an opportunity to consult with the applicant and attach comments to the proposal. These comments are only for the information of the federal funding agency and do not constitute veto over the proposal. The decision as to whether the applicant receives the grant requested is made by the federal agency. A-95 review is now applicable to some 100 programs in the planning and physical and social development areas.

2. A-95 also provides (Part II) for consultation between state and local officials and federal agencies planning direct development projects within their jurisdiction. These projects include construction of federal installations, public works, buildings, and the acquisition, use, and disposal of federal land and real property.

3. Part III of A-95 makes provision for gubernatorial review of federally-required state plans before submission to the federal agency.

4. Part IV of A-95 encourages gubernatorial designation of sub-state planning and development districts to provide a consistent geographic base for the coordination of federal, state, and local development programs.

Based upon another section of the Intergovernmental Cooperation Act and closely related to A-95 is A-98. A-98 requires all federal agencies to notify states of any federal grant awarded within the state's jurisdiction, if the Governor, in consultation with the state legislature, so requests. Further, A-98 encourages federal agencies to report on other benefits and assistance, beyond the required grant-in-aid awards, "such as research and development grants and contracts, grants to private or non-profit organizations, payments in lieu of taxes, loans, payments-in-kind, etc."

The importance of A-95 and A-98 lies in the opportunity they provide state and local governments for coordinating their planning and programming and budgeting processes with the many and varied federal programs which supply thousands of dollars to the state every fiscal year.

In developing improved federal-state and state-regional planning, development, and service relationships in the future, the State of

North Carolina would do well to build upon the experience and the machinery provided by the various A-95 reviews.

5. North Carolina Board of Higher Education. Planning for Higher Education in North Carolina, Raleigh, November, 1968.

Goals and Recommendations

Higher education in North Carolina tomorrow will depend upon the goals set today. What kind of higher education do we as a people want? What should higher education do for the citizenry and for the state at large? Who should enjoy the benefits of higher education? How good do we think the system of higher education ought to be?

GOALS OF HIGHER EDUCATION

1. To help the individual achieve self-fulfillment
2. To produce the qualities and skills which society needs
3. To provide opportunity for education beyond the high school for all
4. To cultivate diversity within the system of higher education
5. To develop an efficient state system of higher education
6. To encourage and support research
7. To protect essential freedoms in institutions of higher education
8. To provide opportunities for the continuing education of adults

9. To use the resources of higher education in the search for solutions to urgent community problems
10. To nurture the continuing development of strong dual systems of public and private higher education
11. To raise the standards of excellence throughout higher education

GOAL 9. TO USE THE RESOURCES OF HIGHER EDUCATION IN THE SEARCH FOR SOLUTIONS TO URGENT COMMUNITY PROBLEMS

Institutions of higher education have a responsibility to be involved in the search for solutions to many of the social, cultural, and economic problems that face society. It is most appropriate for them, with their concentrations of human talent and other resources, to bring insights of the academic disciplines to bear on such problems in the community, state and nation. The extent to which an institution can assist will depend on its particular purposes, its size, resources, location, and other factors; but every institution, no matter how small it may be or where it may be located, has a contribution to make.

Institutional Policy and Administration

It is misleading and unwise to think of a college or university as being the same as a business corporation with a board of directors (the trustees), a chief executive (the president), employees (the

faculty), a purchasing public (parents), and a product (students).

Special Academic Areas

Although the central function of most institutions of higher education is the offering of academic degree programs for resident students, colleges and universities also render important public service through extension and continuing education. Off-campus credit courses, correspondence and television courses, and various non-credit courses, and activities including workshops, conferences and institutes in professional education and in general education, all serve the continuing educational needs of citizens throughout the state. These activities are usually scheduled at hours and locations convenient for part-time students who cannot or who do not desire to enroll as full-time students.

Exclusive of the Cooperative Agricultural Extension Service at North Carolina State University, all extension and continuing education programs offered by the public senior institutions, whether credit or non-credit, are essentially self-supporting. State appropriations only partially cover the administrative expenses at the public institutions having extension programs. Several of these receive no General Fund appropriations for extension and public service. The 1962 Report of the Governor's Commission on Education Beyond the High School stated that

> one of the principal limitations of the effectiveness of current extension programs arises from the fact they are generally required to be financially self-supporting. We do not believe that this policy will ever enable extension programs to achieve their maximum usefulness. Extension instruction is a proper function of the public senior institutions...

The Report recommended:

> ...that the State finance on-campus extension instruction on the same basis as other on-campus instruction for college credit, beginning with the 1963-5 biennium, and that the same policy be extended to non-contract, off-campus extension instruction at the earliest practicable time.

We concur in this recommendation of the Governor's Commission, which has not been fully implemented. Funding for extension and continuing education remains inadequate.

We therefore recommend that the state finance non-contract, off-campus instruction for college credit on the same basis as on-campus instruction for college credit is financed, beginning with the 1969-71 biennium. Despite the lack of sufficient state support for this function, substantial results have been attained in the North Carolina public institutions of higher education in extension and continuing education. Problems in addition to inadequate funding exist, however, and there is great need for overall planning and coordination. Institutions,with statutory authority, conduct extension and continuing education programs whenever and wherever there is sufficient demand and when funds, through appropriations, student fees, or subsidies by federal grants, foundations, or other outside organizations, permit the conduct of the programs. The

clientele in the majority of programs is limited to those who can afford to pay for the services.

There are no definitions of extension, continuing education, and adult education which are accepted and applied uniformly by the institutions. Statistics on participation among institutions are often not comparable and are subject to misinterpretation because of the absence of accepted definitions. Statewide policies on extension and continuing education do not now exist in North Carolina. The increased demand for continuing education, the influx of federal funds for this purpose, and the uneven participation on the part of the institutions make it advisable that statewide policies be established.

Enrollments and Admissions

Every effort should be made to assure that high school graduates going to college be increased by 1 percent each year through 1975, an assumption that has been made in our projections. As has been pointed out, high school graduates going to college increased only .4 percent between 1961 and 1967. Our assumption that an additional 1 percent a year will go to college is a liberal estimate in the light of the experience of recent years. Yet the need for more trained manpower and the necessity for reducing the loss in human talent demand that much larger percentages of high school graduates in North Carolina continue their education. The state should take

the Board's assumption of a 7 percent increase between now and 1975 as the absolute minimum objective and should do everything possible to achieve at least that goal.

Evaluation of institutional projections. The sum of pooled projections made by institutions is usually higher than the statewide projections made by a central agency. This discrepancy may be accounted for by the fact that institutional projections do not usually take into consideration state-wide enrollment trends and the college-going rate of high school graduates. Institutional projections, even when based on available demographic data, reflect institutional aspirations without taking into account the plans and aspirations of other institutions, public and private. For these reasons, policy decisions concerning future enrollments of specific public institutions should be based on statewide projections.

Access to the system of higher education should be open to all. It is public policy in North Carolina for each high school graduate to have an opportunity for education beyond the high school, appropriate to his ambitions, abilities and interests. No one should be deprived of an opportunity for full educational development.

"Open-door" institutions. The community college system (technical institutes and community colleges) is perhaps the outstanding recent development in higher education in North Carolina. Institutions in that system provide the opportunity for any student, regardless of

his ability. Once admitted, he should be placed in the curriculum best suited to his aptitudes, level of preparation, and motivation.

Fundamental to the role of the community college is the concept that a student should have an opportunity to advance within the total system of higher education. The community colleges close a former gap in educational opportunity and, for the first time, truly make it possible for every person "to burgeon out all that is within him."

The mere fact that the door to the technical institute or community college is "open" is, of course, not enough. Statistics demonstrate clearly that large numbers of high school graduates who have the ability to continue their formal education are not doing so. The explanation is often lack of motivation or the inability of a student from a culturally deprived background to visualize himself in a college environment. Frequently there is great financial need. Sometimes the student has had such inadequate high school preparation that further formal education appears to him to be an insuperable obstacle. Whatever the reason, all of our institutions, and particularly the institutions in the community college system, have a responsibility actively to search out, recruit, and assist where necessary, all who can benefit from the post-high school opportunities that are available to them.

The 1963 General Assembly, in providing for the establishment of a statewide community college system (G.S. 115A-1), made it clear that these institutions are intended to continue to be two-year colleges and will not be expanded to baccalaureate institutions. The State Board of Education on January 5, 1967, adopted a policy concerning this matter which stated that the "unique role" of institutions in the community college system

> ...is fundamentally different from the more selective role traditionally assigned to four year colleges and universities. Because of this, for a community college to aspire to become a four year college would not represent normal growth, but would destroy the community college role and replace it with an entirely different type of institution.
>
> The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic four year college.

We concur in and strongly endorse this policy of the State Board of Education.

Traditionally Negro Colleges

The education of Negro students, like the education of white students, is a responsibility of the whole system of education, not solely that of particular institutions. In the next few years at least, the predominantly Negro institutions must continue to serve a large number of students who are not adequately prepared for college. At the same time these institutions must be upgraded so

that they are producing graduates who are in every way able to compete with graduates of other institutions. If the Negro institutions are to achieve both of these difficult and conflicting objectives, they must arrive at satisfactory balance between the two. They will need, as we have suggested earlier, to set higher standards for admission, to engage in aggressive recruiting, and to provide intensive remedial and compensatory education for those who need it.

The Negro colleges, being relatively small and unable to handle unlimited numbers of students who require special work, will not find it possible to admit all who apply. Here the other institutions of the State must help.

We recommend that all institutions in the state actively recruit students, black and white, who have had educational disadvantages but who appear to have the ability to do college work, and that the institutions provide remedial and compensatory education and special counseling as needed. To the extent that the institutions can succeed in finding promising students and in bringing them up to college level, they will have helped in the solution of a pressing social problem and will have the satisfaction of knowing that they have salvaged valuable human talent for society. While we believe that every institution in North Carolina should undertake such a program, the community colleges and technical institutes, being

inexpensive and accessible to commuting students, are particularly well fitted to help in a large way with this important task.

Private Higher Education

Progress toward solving the current crisis must come through recognizing that private institutions, no less than public ones, exist to serve the general welfare, and that both have valid claims to broader forms of support. Most public and private colleges already seek and accept support from all available sources.

In sum, the problems of private higher education raise fundamental questions of public policy concerning the preservation of strength and diversity in higher education. The central question is how to maintain an optimum balance between public and private institutions. The indications are that state and federal governments must assume much greater responsibilities in this endeavor.

Student Financial Aid

The State of North Carolina for many years has shown strong interest in providing opportunities for higher education to all who can profit from it, yet a large proportion of youth able to do college work do not continue their education. According to the Southern Regional Education Board, 52.4 percent of the 18-21 year olds in the United States were in post-high school training and education in 1967. At the same time 39.1 percent of the 18-21 year olds in

the 15 SREB states were continuing their education, while the percentage for North Carolina was 34.3. The percentage of 18-21 year olds seeking post-secondary education in North Carolina is low by national and regional standards.

What are the reasons for this relatively low percentage of students who seek post-secondary education? Is it lack of motivation? Is it lack of appropriately diversified educational opportunities within the structure of higher education? Or is it the students' inability to meet educational expenses, coupled with a lack of sufficient financial aid? Rising student costs and the problem of how to meet them are among the most critical issues in higher education today.

INCOME DISTRIBUTION* OF PARENTS OF STUDENTS IN NORTH CAROLINA SENIOR COLLEGES, 1968

Family Income Before Taxes	Percent Distribution of Students
Under $4,000	14
$4,000 to $5,999	17
$6,000 to $7,999	19
$8,000 to $9,999	17
$10,000 and over	33
TOTAL	100

* Composite distribution derived from several sources

We therefore recommend:

1) that, as a matter of public policy, the opportunity for a college education should not be a class, racial, or economic privilege;

Financing Higher Education

The process of long-range planning consists of three essential elements: knowing where we are, deciding where we need to be, and developing an operational plan which will enable us to move from where we are to where we need to be. Fundamental to the operational plan is determining the cost of moving from where we are to where we want to be. The cost must then be compared with anticipated revenue to determine if the revenue will permit the objectives to be achieved. If not, then either new sources of revenue must be found or the objectives reduced and the operational plan adjusted accordingly.

It is not now possible to make reliable estimates of the total needs of the state in higher education in accurate dollar terms for periods in excess of one biennium. Although the needs can and must be stated in terms of public policy (for example, library resources should meet nationally accepted standards), the cost of meeting the needs for extended periods can only be developed as gross figures. This is true for several reasons.

First, the complexity of higher education and constant changes required by new technology and knowledge make it extremely difficult to estimate future costs except in gross terms. Second, too often the data available from institutions, state sources, from the Federal Government, and other sources is fragmentary or is prepared on a basis which makes reliable comparisons impossible. As we have indicated, a major problem in long-range planning for higher education is that of securing reliable, adequate and complete data.Third, public policy constantly changes at the state and federal levels, either annually or biennially. As a consequence, after each General Assembly and each session of Congress, it is necessary to review the assumptions used in previous revenue estimates, reexamine need, and make adjustments which reflect the impact of changes in public policy.

b. Department of Community Colleges. Planning for the North Carolina Community College System, Volume I: Summary and Recommendations. Raleigh, June, 1970.

Planning Process

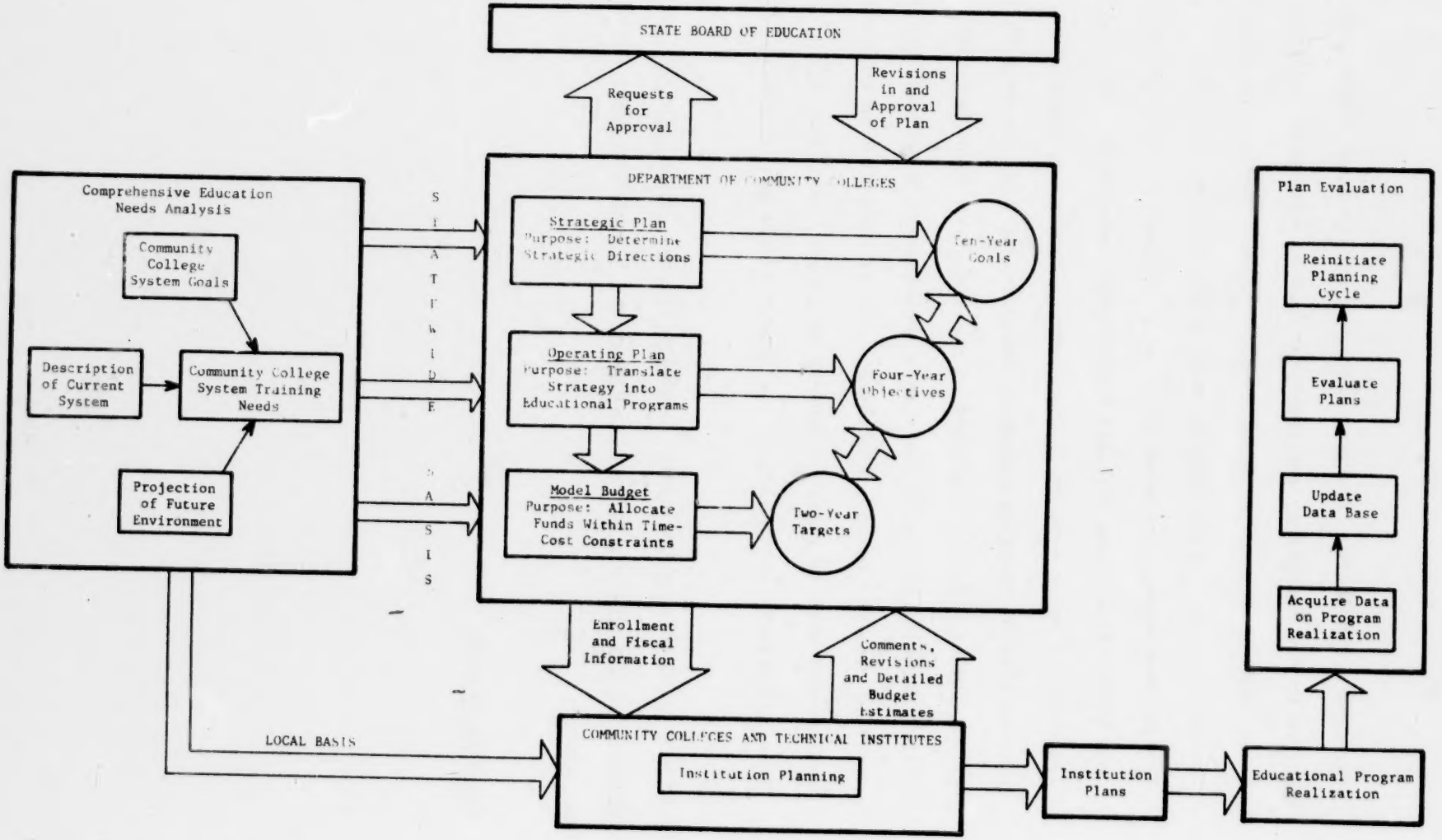


Fig. 1. Schematic Diagram of North Carolina Community College System Planning Process

The basic input to the derivation of the three plans of the planning process is a comprehensive education needs analysis for the population of North Carolina. The results of this needs analysis is a listing of training needs of the community college system. Although the educational needs of other sectors of the North Carolina educational system are not derived during this effort, the basic data to generate these needs must be available in order to account for the linkages with the community college system.

Within the community college system the training needs are based on (1) the system's goals, (2) present and past activities in the State's economy and educational system, (3) a projection of the future environment in which the system will be operating, in terms of the State's population, labor force and economic activity, and (4) a projection of outputs from other sectors of the State's educational system.

The results of the needs analysis are provided as inputs to the three plans of the planning process. These plans are prepared initially on a statewide basis and do not contain specific details for individual institutions. They serve as one source of information to the administrators of the institutions as they prepare their own plans.

Needs Analysis

The first step in the needs analysis is to specify the goals of the community college system. A goal is defined as a general purpose pursued over a long period of time which is usually not quantified. The primary criterion for selection of goals is that they must be related to the contributions made to North Carolina's people and economy by the community college system's educational process and not to the educational process itself. The educational process then becomes the means for achieving the goals. Within the framework of the educational policy for the entire state the purpose and goals of the community college system have been established.

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity between high school and the senior college and university. In carrying out this role, the system of technical institutes and community colleges offers occupational, academic, and cultural education and training opportunities from basic education through the two-year college level, at a convenient time and place and at a minimal cost, to anyone of suitable age who can learn and whose needs can be met by the institutions within the system.

Consistent with this purpose the following goals have been established for the community college system:

1) To open the door of each institution to all persons of suitable age, who show an interest in and can profit from the instruction offered, with no individual denied an educational opportunity because of race, sex, or creed.

2) To provide a variety of quality post-secondary educational opportunities at less than baccalaureate level and consistent with the abilities, desires, and needs of the students to fill them with the skills, competencies, knowledge, and attitudes necessary in a competitive society.

3) To provide for industry, agriculture, business, government and service occupations the pre-service and in-service manpower training that requires less than baccalaureate level preparation.

4) To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the State.

5) To provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the community served by an institution.

6) To direct the resources of the community college system toward a search for solutions to urgent community problems.

7) To provide, in both curriculum and non-curriculum programs, the education needed to assist individuals in developing social and economic competence and in achieving self-fulfillment.

8) To improve the services of the institutions and the quality of the education and training opportunities through constant evaluation and study.

Strategic Plan

Three major conclusions concerning future rates of growth can be drawn from the enrollments recommended in the strategic plan compared with those of the recent past: (1) total enrollment will grow at a slower rate in the future, (2) the rate of growth in adult programs will exceed that experienced over the past two years with the adult basic education program exhibiting the highest growth rate of all programs, and (3) the growth rate in the curriculum program enrollments will be substantially less than that of the past two years.

Large percentage increases in total enrollments have been experienced over the past two years due to the existence of a relatively small base enrollment in 1966-67 and to the fact that some institutions have been assuming full operations during this period. The training needs derived from the North Carolina manpower directions do not indicate any justification for continuing these trends.

As specified for the recommended strategic plan,the share of total enrollments in institutions located in the Coastal Plains Development Region (Planning Areas 1 through 4) is projected to decline over the planning decade, indicating the enrollments in these institutions will grow at a rate slightly lower than that for the entire system. However, the recommended plan does call for some reallocation of present enrollments within the region, primarily resulting from the assumption of full operations by

the newer institutions in Planning Area 4. The declining share of enrollments for institutions located in the Coastal Plains Development Region is offset by increasing shares of enrollment in the Piedmont (Planning Areas 5 through 7) and Appalachian (Planning Areas 8 through 10) regions of North Carolina.

7. Department of Community Colleges, Planning for the North Carolina Community College System, Volume III: Four Year Operating Plan 1971-75. Raleigh, June, 1970.

(Please see table on following page.)

ANNUAL AVERAGE FTE ENROLLMENT PROJECTIONS

Planning Area: 8
Institution: Forsyth Technical Institute

Program	1971-72	1972-73	1973-74	1974-75
College Transfer				
Technical	648	750	851	953
Vocational	504	553	601	650
Curriculum Total	1152	1303	1452	1603
Adult Basic Education	160	222	298	402
Adult High School	115	130	149	172
Learning Laboratory	99	122	150	185
Adult Total	374	474	597	759
Occupational Extension	268	303	338	373
MDTA	194	194	194	194
New Industry	39	39	40	41
Occupational Extension Total	501	536	572	608
General Adult Extension	73	84	96	108
GRAND TOTAL	2100	2397	2717	3078

8. Forsyth Technical Institute. Planning for the Forsyth Technical Institute: Plans for the 1970-80 Decade. Winston-Salem, North Carolina, May, 1971.

Introduction

Large increases in enrollments, operating costs, building requirements, and faculty and staff are indicated for Forsyth Technical Institute over the next ten years and are predicated on the institution's providing the training required by an increasingly technologically sophisticated labor market and to upgrade the education and skills of the population of its community. The plans and the planning process outlined in the remainder of this document will focus the institution's activities on achieving this growth in an orderly manner. In addition, the plans will help ensure that the graduates of the institution will acquire the necessary skills at the time when jobs requiring these skills are projected to become available.

Sources of Information for Local Planning

A. State Plan

B. Presently Available Labor Market Data

C. Labor Market Data Requirements

D. Curriculum/Occupation Matching

E. Graduate/Enrollment Ratios

F. Costs

G. Plant and Equipment

Labor Market Data Requirements

The first task for the local planner is to determine the types of data he needs for effective planning of education and training programs. The following types of labor market data, classified by labor demand and supply, should provide sufficient information to provide the basis for effective planning:

Labor Demand

1) Job openings reported by employers, classified by occupation or groups of occupations, industry, earnings, and skill qualifications required.
2) A projection of reported occupational vacancies relative to supply and wage rates for the near future classified as indicated above.
3) Clusters of occupational skills which might satisfy employer demands for particular workers on specific jobs.
4) A consolidation of these data in a form that will enable educators to translate the data into concrete education and training programs.
5) Data concerning on-the-job practices that will assist the occupational educator in preparing the students for work.

Labor Supply

1) The number of workers currently employed in the above-indicated occupations, classified as above, including wage rates.

2) The number of students currently being trained in these occupations, with similar classifications.

3) The number of students currently enrolled in course preparation for these occupations, student-applicants currently requesting admission, and the number of workers receiving on-the-job training in these occupations.

4) The number of unemployed and potential labor force entrants who might qualify for training in specific occupations.

5) Projections of each of these supply factors, including wage prospects, so that future demand-supply ratios could be determined as a basis for initiating new programs geared to labor market needs.

The search for information on labor supply should cover the entire range of post-secondary occupational training in the community (e.g. public, private business, and trade schools, hospital training programs for nurses) as well as the educational programs offered by the institution.

Plans for Forsyth Technical Institute

Within the framework of the system's goals, the purpose of Forsyth Technical Institute is:

> "...to serve the people of the community in which it is located by preparing them for gainful employment and effective community membership through the total development of the individual. In carrying out this role the institution offers occupational and cultural and training opportunities from basic education through

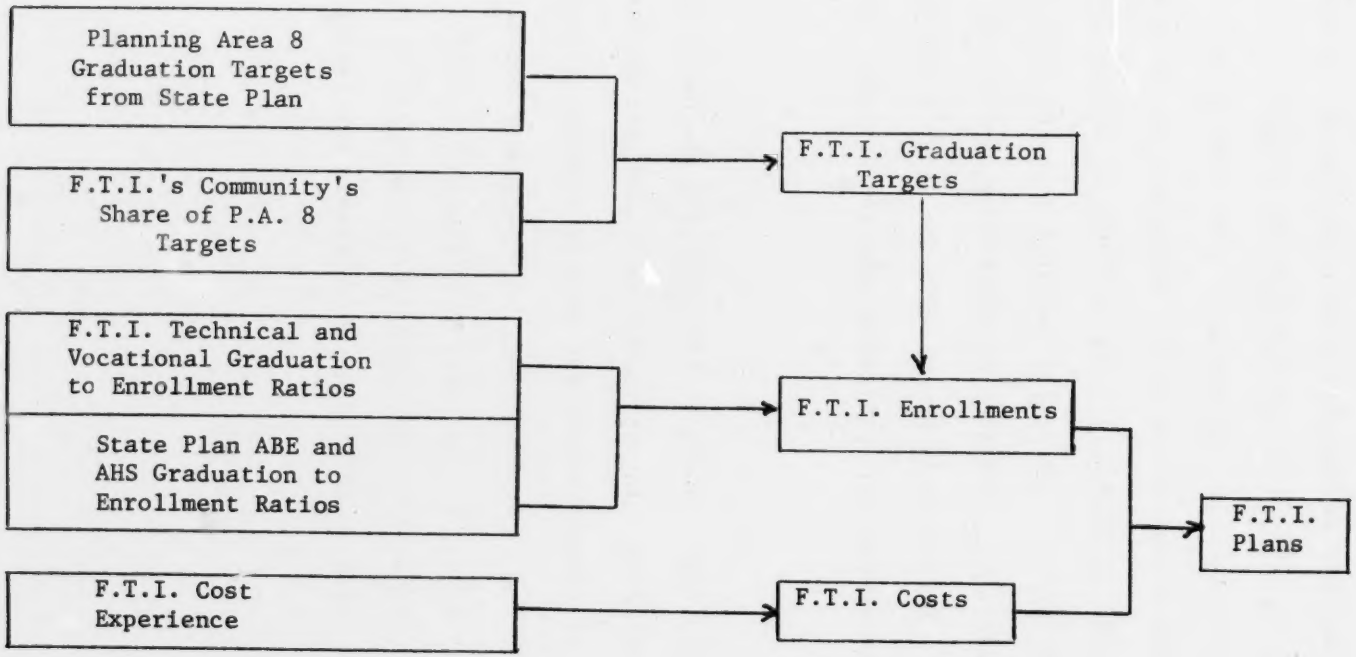
the two-year technical level to anyone of suitable age who can learn and whose needs can be met by the institution."

Consistent with this purpose, the following goals have been established for Forsyth Technical Institute:

1) To provide preparatory educational experiences for people of suitable ages who have not achieved the foundations applicable to post-high school level occupational programs by guiding students into those types of experiences that will develop self concepts, raise academic achievements, and erase educational deficiencies.
2) To prepare people for gainful employment by offering a variety of occupational training programs, of varying degrees of sophistication, that are in keeping with local, state, and national employment opportunities and trends.
3) To eliminate educational deficiencies, by bringing every adult in the community to a minimum of twelve years of educational achievement and to assist individuals in developing social competence, in achieving self-fulfillment, and in continuing their preparation for the future.
4) To provide activities and learning opportunities which meet the adult educational and community service needs of the residents of the institution's community.

For planning purposes, the community served by Forsyth Technical Institute is defined as Forsyth, Davie, and Stokes counties. The population of Forsyth Technical Institute's community increased at an annual average rate of 1.0 percent in the 1960-70 decade--from 228,470 in 1960 to 249,802 in 1970. Employment in the community grew from 90,398 in 1960 to 117,760 in 1969, an annual rate of growth of 3.0 percent. Principal industries in the community are tobacco manufacturing, textiles manufacturing, and wholesale and retail trade. Occupational groups with the largest percentages of workers are operatives, craftsmen, and professional and technical workers.

In 1970, the 10 high schools in the community graduated an estimated 3,453 students. In the recent past, the post-graduate distribution of these students has been as follows: college, 40.7 percent; labor force, 26.2 percent; post-secondary technical or vocational training, 19.4 percent; military, 4.9 percent; and other, 8.8 percent. Students in the labor force, technical or vocational training, and "other" are considered available for training.


Planning Area 8 Graduation Targets from State Plan
F.T.I.'s Community's Share of P.A. 8 Targets
F.T.I. Graduation Targets
F.T.I. Technical and Vocational Graduation to Enrollment Ratios
State Plan ABE and AHS Graduation to Enrollment Ratios
F.T.I. Enrollments
F.T.I. Plans
F.T.I. Cost Experience
F.T.I. Costs

Principal Data Inputs to Forsyth Technical Institute Plans

By comparing the projected 1979-80 program enrollments recommended by the strategic plan with those for the institution's recent past the following conclusions can be drawn regarding growth rates and program emphasis: (1) total enrollment should grow at just over twice the past rate, (2) technical curriculum and adult basic education programs will grow at rates substantially exceeding those for recent years, (3) the adult high school program growth rate will decline substantially, (4) the technical curriculum program will become the single largest program of the institution, and (5) the adult basic education program will become the major emphasis of the adult education program.

The technical and vocational program graduation targets from which Forsyth Technical Institute's targets were derived consist of two components: (1) targets for meeting new manpower needs which are projected to occur during the planning decade and (2) targets for meeting the 1970 unmet training needs. This latter component arises from the fact that workers in Forsyth's community are employed at lower levels of educational attainment than has been reported in national surveys for workers in their occupational group. Needless to say, one reason for North Carolina's low ranking in per capita income is the low levels of educational attainment of its work force. Any serious attempt at raising this ranking must concentrate on upgrading the skills of presently employed workers in addition to providing increased education and training opportunities for the states youth in the coming decade.

Some Manpower and Education Data

1970-80 TOTAL MANPOWER REQUIREMENTS FOR PLANNING AREAS AND INSTITUTION'S COMMUNITY

Planning Area by Servicing Institute and County	1980 Employment	1970 Employment	Change in Employment	Attrition	Total Manpower Requirements
PLANNING AREA 8					
Forsyth T. I. Community	130,311	119,260	11,051	29,468	40,519
Forsyth	108,926	101,543			
Davie	9,396	7,747			
Stokes	11,989	9,970			

THE 1960 POPULATION, AGE 25 AND OVER, AT SPECIFIC EDUCATIONAL ATTAINMENT LEVELS FOR PLANNING AREAS AND INSTITUTION'S COMMUNITY

Planning Area by Servicing Institute and County	0-7 Years School	8 Years to 1-3 Years High School
PLANNING AREA 8		
Forsyth I.I. Community	44,231	32,782
Forsyth	33,731	27,145
Stokes	6,249	3,044
Davie	4,251	2,593

9. City of Winston-Salem, North Carolina. Planned Variations - Phase II Submission, Winston-Salem, February, 1972.

Community Development Strategy under Planned Variations

The City of Winston-Salem has officially committed itself to establish and maintain an environment in which "each personality can develop to its fullest potential through the use of opportunities, facilities and amenities provided in the community and its neighborhoods." Winston-Salem has also adopted corollary sets of physical, social and economic goals. Implicit in the commitment to these goals is the assumption that the urban character of the city is worthy of preservation as the basic physical form of that environment. The corollary goals are:

I. PHYSICAL

A. COMMUNITY LEVEL

1. To provide those utilities,facilities, and amenities essential to health, safety and welfare; and beyond this
2. To create an urban setting offering variety of interest, experience and opportunity

B. NEIGHBORHOOD LEVEL

1. To conserve and enhance those neighborhoods which are essentially sound and stable
2. To eliminate and prevent blight
3. To upgrade those neighborhoods which are obsolete, aging, or lacking amenities, but which are appropriately located for the uses they are intended to serve.
4. To provide adequate guidelines to achieve the desired environment in the development of new neighborhoods

C. HOUSING

To encourage production of a sufficient number of private or publicly-owned housing units

1. To provide choice of types, location, and cost
2. With a variety of size, spaces and rooms
3. Of sound construction
4. Meeting acceptable standards of safety, hygiene, and general livability
5. At a rental or purchase price within economic reach of all citizens

II. SOCIAL

A. COMMUNITY LIFE

1. To bring about a greater awareness and understanding of the physical, social and economic conditions which prevail in the city, and thereby to change public attitudes toward identified problems as a means of motivation to action.
2. To create an environment in which family solidarity is fostered
3. To stimulate increased interest in the cultural advantages and opportunities of the community
4. To lessen the hardship on those families that must be relocated

B. INDIVIDUAL LEVEL

1. To foster, in residents of all areas of the city
   a. Self-respect, and a sense of individual and group responsibility
   b. Pride of residence in community and neighborhood, recognition of the privilege and obligation to participate in its affairs
   c. A regard for the property, feelings, and circumstances of others in the community
   d. The ambition to become self-sufficient and attain higher goals through continued education and training
2. In all homeowners to foster pride of ownership
3. In all landlords and tenants to foster a mutual feeling of responsibility

III. ECONOMIC

A. To broaden and strengthen the economy of the community

B. To encourage training and retraining for jobs that are or will become available in the community

C. To strengthen the local tax base by bringing about the more productive use of low-value property

D. To reduce the drain on taxes caused by deteriorating property or social conditions

In order to actualize this community environment through the realization of these corollary goals, the City will utilize all available resources in a manner that will focus these resources on identified problems, improve existing resources, generate additional resources and minimize resource allocations at cross-purposes. Recognizing that community needs and priorities can best be identified and dealt with locally, the community development strategy is to foster and expand the local capability to control and coordinate the allocation of community resources regardless of their original source. The underlying principle of this strategy is that community resources are limited, and therefore all resource allocation decisions are investment decisions. These decisions should be based on the expected return on each unit of community resource expended, and this return should be measured in terms of the achievement of community goals.

PART II

INVENTORY OF URBAN ACTIVITIES

Contents

1. Introduction
   (including a brief mention of missing information)

2. List of Abbreviations

3. A. Descriptions of Policies and Organizational Structures

   B. Urban Activity Charts

4. A. Note on Summary Table

   B. Summary Table showing "type of activity" and "problem area"

5. List of Written Reports on Urban Activities

Introduction to Part II

In Part II, attention is focused on the urban activities of five institutions of higher education and one consortium in Winston-Salem. In so doing, consideration is given only to those organizational units whose primary focus is on the interface between the institution and the city. This is admittedly an arbitrary distinction; there are many organizational units of any institution which are intentionally or unintentionally involved in the interface to some degree. We have chosen to look at those whose intentional involvement is the main reason for their existence.

The activities of the consortium and each of the five schools are presented in a series of six charts. Each chart lists the name of the activity in question and gives a number of characteristics describing that activity.

On some of the charts, asterisks appear by some activity names; these asterisks correspond to an organizational unit listed at the bottom of the chart. This is an attempt to identify, where possible, the primary organizational unit which carried out the activity. If a number appears in the column labeled "written report", it is a key to a list of written reports which can be found at the end of this Part. Thus, the number 5 in this column would refer to the report "Academic Urban Affairs Consortium: Summary of Activities November 1969 to June 1970" by Julius H. Corpening.

The classifications in the Problem Area column are made from the point of view of the community, not the educational institution. With respect to the classification "Public Service Delivery," it should be noted that public services are provided not only by government but also by private non-profit organizations.

We encountered a number of problems in compiling the activity charts, and it is appropriate to mention them briefly at this point because anyone working in this area will have to face them.

The most fundamental problem in an undertaking of this kind is the fact that there is no agreed-upon and systematic way to collect the information. Thus, those institutions which bother to collect it at all do so in ways which make the compiler's task of "adding it up" difficult, to say the least. This most fundamental problem should be resolved over time as repeated attempts are made by researchers and institutions to monitor and define the university-urban interface. For the time being, however, it leads to serious gaps in the data. One example of this would be the lack of an inventory of faculty services to the community.

Given these conditions, the lack of response from the institutions becomes somewhat understandable--it would have taken enormous amounts of time for the people involved to fully answer all of our questions. We would like to thank Mr. Affeldt at Forsyth Technical Institute, Dr. Blount at Winston-Salem State University, and Professor Wendt at Salem College for the time and effort they devoted to answering informational questions about the interface.

In spite of our efforts and the efforts of those who worked with us, we know there are errors in the charts. In light of the data-gathering problems, the charts should be considered as a first-run, descriptive (rather than analytical) inventory. As more people work in this area, it will be possible to make the surveys more comprehensive and scientific and to quantify and analyze the information. This report's companion volume, "Planning the Interface Between Postsecondary Education and the City",

contains a more elaborate discussion of the problems of missing information.

Preceding each chart is a short introduction which gives, insofar as possible, a record of institutional policies with respect to the university-urban interface and a description of the organization structures in that interface. The Academic Urban Affairs Consortium is considered first; the five schools are then considered in alphabetical order. Finally, we present a summary table showing the relationship between "type of activity" and "problem area" for the university-urban interface in Winston-Salem.

Abbreviations used in this Part are explained on the List of Abbreviations which immediately follows this introduction.

Several column headings in the charts had to be abbreviated: "NO. F. and A." means the number of faculty and administration involved in the activity; "NO. FTE STUDENTS" means the number of full-time (as opposed to part-time) students involved in the activity; and "EVAL." stands for the question, "Was the activity evaluated?"

LIST OF ABBREVIATIONS

AUAC	Academic Urban Affairs Consortium
CEP	Concentrated Employment Program
ELMS	Early Leavers with Marketable Skills
FTI	Forsyth Technical Institute
MCP	Municipal Consultant Services (at Salem College)
NCSA	North Carolina School of the Arts
n.a.	not applicable
n.k.	not known
PLACE	Public Library Action for Children's Education
SC	Salem College
UAI	Urban Affairs Institute (at Wake Forest University)
WFU	Wake Forest University
WSSU	Winston-Salem State University
YSB	Youth Services Bureau (at Wake Forest University)

The Academic Urban Affairs Consortium

The decision to establish the Consortium, on November 24, 1969, was a joint policy decision by the four member schools--North Carolina School of the Arts, Salem College, Winston-Salem State University, and Wake Forest University. The Consortium endeavors to provide increased participation on the part of the academic communities in the solution of urban problems; the entire consortium is therefore the organizational unit of interest in this case.

The Consortium is incorporated as a separate, non-profit corporation and has a Board of Directors made up of the president, an academic dean, and a faculty member from each of the four member schools. Its initial funding consisted of a $25,000 grant from the Winston-Salem Urban Coalition and a $2,500 grant from the Mary Duke Biddle Foundation.

The Consortium's urban activities are summarized in the following chart.

ACADEMIC URBAN AFFAIRS CONSORTIUM

(AUAC)

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
1. Impact Study	Research	Structure of economy	Measure contribution of institution to local economy
2. Design pilot inter-institutional course	Committee	Education	Development of actual course
3.Mini-grant Committee	Grant awards	Functioning of community organizations	Finance faculty community projects
4.Value Assessment Seminar	Seminar	Confusion about social and personal values	Increased awareness of the effect of values on decision-making
5.Appointment of faculty to community boards	Technical assistance	Effective functioning of boards	Increased utilization of institutional resources
6.Training Citizen Participant staff in Planned Variation	Course	Political Exclusion	Increased effectiveness of communications
7.Meet with Criminal Justice System Professionals	Workshops Seminars Conferences	Malfunction in social system control mechanism	Information exchange; increased opportunity for cooperation
8.Early Childhood Development Program	Research, Technical assistance	Public service delivery	Upgrade daycare centers; create new centers for research,training and evaluation
9.Service Learning Internship Project	Course,workshop, community service,technical assistance	Government Health, Public Service delivery; others	Off-campus learning experience
10.Seminar on Community systems	Seminar	Service delivery	n.k.
11.Workshop in Interpersonal Relations	Workshop	Community relations	Facilitate transfer of teachers across racial lines
12.Symposium on Education	Conference/ seminar	Education	n.k.

A C A D E M I C U R B A N A F F A I R S C O N S O R T I U M

(A U A C)

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. and A.	NO. FTE STUDENTS	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
1/1972	A.U.A.C. & W-S Chamber of Commerce	n.k.	1	n.k.	n.k.	n.k.	9
n.k.	n.k.	8	4	n.k.	yes?	n.k.	8
Spring 1973	n.k.	4	n.a.	n.k.	yes	External	8
n.k.	n.k.	n.k.	n.a.	n.k.	n.k.	n.k.	8
On-going	Various community boards	n.k.	n.a.	n.k.	yes	n.a.	8
n.k.	n.k.	n.k.	n.a.	n.k.	n.k.	n.k.	8
n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	External	8
7/1/70 -1972?	W-S Urban Coalition	n.k.	n.k.	n.k.	n.k.	External	5
1969-4/1/72	W.S.S.U.	n.k.	n.k.	yes	no	External	1,6
July 1970	n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	5
3/3/70 -4/23 1970	A.U.A.C.	n.k.	n.a.	n.k.	n.k.	n.k.	5
Fall 1970	Various individuals and women's organizations	n.k.	n.k.	n.k.	n.k.	n.k.	5

Forsyth Technical Institute

While the Institute did not acquire its current name until 1964, earlier policies with respect to its services can be identified. As early as 1958, the Winston-Salem Chamber of Commerce was involved in a recommendation that an industrial education center be built in Winston-Salem. Vocational classes first opened in 1960, and by 1963 a third building and technical programs had been added. The State Legislature passed the Community College Act in 1963.

Because the Institute was established as essentially a problem-solving institution for the Forsyth County/Winston-Salem area, the organizational unit of interest is again the entire institution. The Institute is operated by the State Board of Education through the Department of Community Colleges and a local board of trustees. The Department of Community Colleges has been carrying out a project, the Occupational Information Center, located at Forsyth Technical Institute. The project is a survey, covering the period 1972-77, of high school seniors, employers, and outputs of the community college system (graduates and early leavers with marketable skills).

The Institute's urban activities are summarized in the following chart.

F O R S Y T H T E C H N I C A L I N S T I T U T E

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
1. Use of Institutional Facilities	Loar of space	Functioning of community organizations	Provide meeting place for community organizations
2. Faculty and staff service on community organizations	Membership in government and non-government service organizations	Functioning of community organizations	n.k.
3. Training public employees	Courses	Delivery of public service	Training in required skills
4. CEP training	Courses	Unemployment	Provide marketable skills
5. Training industrial work force	Courses	Quality of labor force	Training workers
6. Inventory of faculty service to community			

F O R S Y T H T E C H N I C A L I N S T I T U T E

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. and A.	NO. FTE STUDENTS	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
On going	Community groups	n.a.	n.a.	no	yes	Internal	no
On going	FTI & Community Organizations	n.a.	n.a.	no	yes	n.a.	no
On going	FTI or public agency	varies	varies	yes	yes	External	no
1969-1973	FTI & Employment Security Commission	varies	varies	yes	yes	External	no
On going	Industry	varies	varies	yes	yes	External	no

North Carolina School of the Arts

The policy of interest here is the commitment of the School of the Arts to join the Academic Urban Affairs Consortium. While there is no organizational unit of the school whose primary focus is the interface, it must be noted that the very nature of education for the performing arts leads to activities in which the school interacts with the city. In this connection, a summary of public performances precedes the urban activity chart for the school.

The leadership of the school has set a goal of changing the attitude of community leaders so that it is more favorable toward the arts. The School of the Arts, along with Forsyth Technical Institute, is thus one of the two schools which has an explicit goal of changing Winston-Salem in some way. A step in this direction, and an indicator of their degree of success, is the restoration of funding in the public schools for music education. The School's leadership attempts to influence the local Board of Education in this regard.

NORTH CAROLINA SCHOOL OF THE ARTS

Summary of Public Performances, October '72 - February, '73

What follows is a statistical analysis of the major public performances available to the general public during a given five month period. The activities are typical of the period, but the audience sizes--though often near capacity--are smaller than usual because the School's 250-seat theatre is under renovation (this has affected audience sizes in dance and drama). Not included are dress rehearsals.

Production	Number of Performances	Audience	Admission Charged
"Nutcracker" (in 3 cities)	9	11,800	$2-4.00
Dance Workshops	6	840	none
"Little Murders"	10	683	$1.00
Three One Acts	8	345	$1.00
Three Irish Plays	9	546	$1.00
"The Cave Dwellers"	10	383	$1.00
"The Misanthrope"	10	1,360	$2-3.00
NCSA Orchestra	6	4,750	none
Chamber Concerts	6	1,636	none
Opera	2	450	none
Student Recitals	24	1,684	none
Faculty Recitals	11	1,438	none
Piedmont Chamber Orchestra (in four cities)	4	3,376	$1.50-3.00
	115	29,291	

Source: Samuel Stone, Director of Institutional Research, North Carolina School of the Arts

NORTH CAROLINA SCHOOL OF THE ARTS

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
1. Use of institutional facilities	loan of space	Functioning of community organizations	Provide meeting place for community organizations
2. Faculty & staff service on community organizations	Membership in government & non-government service orgs.	Functioning of community organizations	n.k.
3. Instrumental Workshop	Workshop	Music education	n.k.
4. Appalachian Study	Research, off-campus service	collecting songs, stories, etc. from region to be worked up dramatically and staged on tour	
5. Stringed Instrument training for public school children	Provide training in stringed instruments	Cultural opportunity	Provide training in stringed instruments
6. On-campus theatre productions	On-campus service	Cultural opportunity	Present theatrical productions to children
7. Theatre productions in W-S schools	Off-campus service	Cultural opportunity	Present theatrical productions
8. Theatre in the Streets	Off-campus service	Recreation	Provide dramatic presentations
9. Youth Services Inventory	Research	Delivery of services to young people	Develop base-line data to plan future programs
10. Workshop in Interpersonal Relations	Workshop	Community relations	Facilitate transfer of teachers across racial lines
11. Student service at community centers	Off-campus service	Cultural opportunity	Make student resources available to community
12. Social Sciences 301-2-3; Contemporary Social Probs.	Course and off-campus service	Poverty	Learn about poverty through experience
13. Inventory of Faculty Service to Community			

N O R T H C A R O L I N A S C H O O L O F T H E A R T S

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. AND A.	NO. FTE STUDENTS	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
On going	Community groups and agencies	n.a.	n.a.	n.k.	yes	Internal	n.k.
On going	n.k.	n.k.	n.a.	n.k.	n.k.	n.a.	n.k.
On going	n.k.	n.k.	n.a.	n.k.	n.k.	Internal	n.k.
Terminal	n.k.	n.k.	n.k.	n.k.	n.k.	External	n.k.
On going	N.C.S.A.	n.k.	n.a.	n.k.	n.k.	n.k.	n.k.
On going	N.C.S.A.	n.k.	n.k.	n.k.	yes	Internal	n.k.
On going	n.k.	n.k.	n.k.	n.k.	yes	n.k.	n.k.
Summer 1972	W-S Recreation Dept.	n.k.	n.k.	n.k.	n.k.	n.k.	n.k.
Summer 1970	n.k.	n.k.	n.k.	n.k.	n.k.	External	n.k.
3/3 - 4/23, 1970	A.U.A.C.	n.k.	n.a.	n.k.	n.k.	n.k.	n.k.
On going	n.k.	n.k.	n.k.	n.k.	yes	Students	n.k.
On going	N.C.S.A.	n.k.	n.k.	n.k.	yes	Internal	n.k.

Salem College

A decision was made in September 1972 to establish Municipal Consultant Services. While it may not be a fully-developed organizational unit of the college, it can be considered an umbrella for community service oriented projects.

The college's urban activities are shown on the following chart.

S A L E M C O L L E G E

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
1. Use of institutional facilities	Loan of space	Functioning of community organizations	Provide meeting space for community organizations
2. Faculty & staff service on community organizations	Membership in government and non-government organizations	Functioning of community organizations	n.k.
3. Police-Community Services School*	Course	Law enforcement	Increase knowledge & skills of police
4. Workshop in Interpersonal Relations	Workshop	Community Relations	Facilitate transfer of teachers across racial lines
5. Youth Services Inventory	Research	Delivery of social services	Develop base-line data to plan future programs
6. Sociology 300: Community Social Services	Course	Delivery of social services	Education of students in community service
7. Evaluation of PLACE*	Technical Assistance	Education of the disadvantaged	Evaluate Project PLACE
8. Inventory of Faculty Service to Community			

*Salem College Municipal Consultant Services

S A L E M C O L L E G E

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. AND A.	NO. FTE STUDENTS	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
On going	Community groups and agencies	n.a.	n.a.	n.k.	yes	Internal	n.k.
On going	n.k.	n.k.	n.a.	n.k.	n.k.	n.a.	n.k.
6 weeks/ year	W-S Police Department	varies	n.a.	yes	yes	External	10
3/3 - 4/23, 1970	A.U.A.C.	n.k.	n.a.	n.k.	n.k.	n.k.	n.k.
Summer 1970	n.k.	n.k.	n.k.	n.k.	n.k.	External	n.k.
On going	Salem College	1	avg. 12	yes	yes	Internal	no
June '72	PLACE	1	1	n.a.	yes	External	7

Wake Forest University

In addition to the policy of joining the Academic Urban Affairs Consortium, there are two institutional policies of concern to us which established organizational units for the interface.

In April of 1968, the Urban Affairs Institute was established as an interdepartmental commission appointed by the President of the University to bring the resources of the University to bear on the special problems of the cities: health, housing, education, employment, physical development, cultural renewal, and community organization. It is headed by a Board of Directors.

The Youth Services Bureau, headed by an Acting Director, was established under the auspices of the Urban Affairs Institute. The program is working closely with the Police Department, Family Counseling Services, the school system, and the Department of Corrections with delinquency-prone youngsters and young ex-offenders.

WAKE FOREST UNIVERSITY (W. F. U.)

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
1. Use of institutional facilities	Loan of space	Functioning of community organizations	Provide meeting place for community organizations
2. Faculty & staff service on community organizations	Membership in government & non-gov. organizations	Functioning of community organizations	n.k.
3. Youth Services Inventory **	Research	Delivery of services to young people	Develop base-line data to plan future programs
4. Student Off-Campus internships	Course/ research/ comm.service	Quality of public sector of programs	n.k.
5. West End Study*	Survey research	Neighborhood decline	Provide information & base-line data
6. Drug Research Project**	Administrative & fiscal services	Drug abuse	Develop proposal for drug information counseling service
7. Law Student Services *	Research	Inadequate consumer protection; inequalities in justice	Provide research for Legal Aid and other services
8. Business Training Institute*	Course	Community economic development	Upgrade skills of minority businessmen
9. Orientation of Police Recruits*	Course	Community relations	Increase awareness of recruits to dynamics of community
10. Preparation of Police Officers for Community Service Unit	Course	Alienation; delinquency	Prepare officers to deal with problems of Community Service Unit
11. Inventory of Faculty Service to Community			

*Urban Affairs Institute
**Youth Services Bureau

W A K E F O R E S T U N I V E R S I T Y (W. F. U.)

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. AND A.	NO. STUDS.	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
On going	Community groups & agencies	n.a.	n.a.	n.k.	yes	Internal	n.k.
On going	W.F.U.?	n.k.	n.a.	n.k.	yes	n.a.	8
Summer 1970	n.k.	n.k.	35	n.k.	n.k.	External	5
Each Jan.	n.k.	n.k.	15	n.k.	yes	Student Tuition	8
n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	5
n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	External	5
n.k.	n.k.	n.k.	10	n.k.	n.k.	External	5
n.k.	n.k.	n.k.	n.a.	n.k.	n.k.	n.k.	5
n.k.	n.k.	n.k.	n.a.	n.k.	yes	External	5
n.k.	n.k.	n.k.	n.a.	n.k.	yes	External	5

Winston-Salem State University

The Office of Research and Development is the primary organizational unit of the university which is concerned with interface activities (it is also concerned with self-examination and institutional research). This unit carries out the policy of offering university courses off-campus in the downtown area; many of these courses are given in the university's Downtown Center.

W I N S T O N - S A L E M S T A T E U N I V E R S I T Y

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
1.Use of institutional facilities	Loan of space	Functioning of community organizations	Provide meeting place for community organizations
2.Faculty & staff service on community organizations	Membership in government & non-government organizations	Functioning of community organizations	n.k.
3.House-Union Building	Building with bank and post office	Increase availability of community facilities	
4.Workshop in Interpersonal Relations	Workshop	Community relations	Facilitate transfer of teachers across racial lines
5.Youth Services Inventory	Research	Delivery of services to young people	Develop base-line data to plan future programs
6.Career Opportunities Program	Courses	Employment	Training para-professionals such as teachers aides
7.Service Learning Internship Project	Course,workshop, off-campus community service & tech.assis.	Government,health & other public service delivery	Off-campus learning experiences
8.Business Training Institute*	Course	Community Economic Development	Upgrade skills of minority businessmen
9.Program of Continuing Education	Course/ conference/ workshop/ seminar	Employment	Preparation of community leaders

W I N S T O N - S A L E M S T A T E U N I V E R S I T Y

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. AND A.	NO. FTE STUDENTS	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
On going	Community groups & agencies	n.a.	n.a.	no	yes	Internal	3
On going	n.k.	n.k.	n.a.	no	n.k.	n.a.	n.k.
On going	W.S.S.U.	n.a.	n.a.	n.k.	yes	n.k.	n.k.
3/3 - 4/23, 1970	A.U.A.C.	n.k.	n.a.	n.k.	n.k.	n.k.	n.k.
Summer 1970	n.k.	n.k.	n.k.	n.k.	n.k.	External	n.k.
Sept. 1971	W.S.S.U. Model Cities City Schools	n.k.	n.a.	no	n.k.	n.k.	n.k.
1969 to 4/1/72	W.S.S.U.	16 in 1971-1972	500 in 1971-1972	yes	yes	External	1, 6
n.k.	n.k.	n.k.	n.a.	n.k.	n.k.	External	5
1970-June, 1972	W.S.S.U.	8	n.a.	yes	no	External	2

W I N S T O N - S A L E M S T A T E U N I V E R S I T Y

URBAN ACTIVITY CHARACTERISTICS

ACTIVITY NAME	TYPE OF ACTIVITY	PROBLEM AREA	OBJECTIVE
10. Economic Impact Study*	Research	Measure institutional impact on local economy	
11. Extension Service (Evening Class)*	Course	Culture, Economic Opportunity	Provide evening courses
12. In-Service education for Pre-School Teachers	Course and Workshop	Public Service delivery	Provide in-service classes for teachers of Downtown Day Care Centers
13. Public Service Careers Project	Extension course	Public Service Delivery	Upgrading of in-service personnel
14. Music Training for religious services	Extension course	Culture	n.k.
15. Workshop on audiovisual equipment	Workshop	Public Service Delivery	Instruction in use of audio-visual equipment
16. Center of Urban Affairs/Program in Urban Studies	FTE Course	Public Service Delivery	Training urban professionals
17. Junior Music Program	Course	Provide music education for disadvantaged young people	
18. Inventory of Faculty Service to Community	Research	Community Relations	Collect & disseminate information on services by faculty

*Office of Research and Development

W I N S T O N - S A L E M S T A T E U N I V E R S I T Y

URBAN ACTIVITY CHARACTERISTICS

TIME FRAME	PRIMARY INITIATOR	NO. F. AND A.	NO. FTE STUDENTS	EVAL.	FOLLOW UP	FUNDING	WRITTEN REPORT
June - October 1971	Chancellor Williams	250+	1500?	n.k.	yes	Internal	4
On going	W.S.S.U.	n.k.	n.a.	n.k.	yes	Tuition	n.k.
On going	n.k.	n.k.	n.a.	n.k.	n.k.	n.k.	n.k.
n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	n.k.	n.k.
On going	W.S.S.U.	1	n.a.	n.k.	n.k.	n.k.	n.k.
1968	Baptist Hospital	n.k.	n.a.	n.k.	n.k.	n.k.	n.k.
Develop-mental stages	W.S.S.U.	n.k.	n.k.	n.k.	n.k.	n.k.	n.k.
n.k.	W.S.S.U.	2	5 w-s 5 vol.	n.k.	n.k.	External	no
On going	Office of Research & Development W.S.S.U.	1	n.a.	n.k.	yes	n.a.	no

Note on Summary Table

This summary was compiled from the six individual activity charts in this Part. Since our intent is to give only a broad feel for the types of activities and problem areas in the university-urban interface, we have combined activity types, combined problem areas, and changed some of the terminology from the individual charts. Hence this summary does not correspond on a one-to-one basis with the individual activity charts.

PROBLEM AREAS / TYPE OF ACTIVITY	Functioning of Community Organization	Public Service Delivery	Malfunction in Social System Control Mechanism	Economic Opportunity	Structure of Economy	Community Relations	Culture	Education	TOTALS	
Technical Assistance (Administrative and Fiscal Services)	1	3	1	1					6	
FTE Course		5		1				1	7	
Extension/Evening Course		3	2	6	6	1	4		22	
Off-Campus Faculty Serv.	5	4		1			3		13	
On-Campus Service House-Union Building		1					1		2	
Research	1	6	1	1	2	1	1		13	
Seminar		1	2	1	1			1	6	
Conference			1	1	1			1	4	
Workshop		4	1	1	1	4	1		12	
Loan of Space	5								5	
TOTALS	12	27	8	13	11	6	10	3	90	

WRITTEN REPORTS ON URBAN ACTIVITIES

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2. Blount, W. A. "Institutional Program Report (Final)", submitted April 6, 1972, to North Carolina State Coordinator for Title I, Higher Ecucation Act of 1965. This document reported on the Program for Continuing Education.

3. Blount, W. A. "Annual Report on the Use of Winston-Salem State University Facilities by Community Groups".

4. Blount, W.A. "Estimating the Impact of Winston-Salem State University on the Local Economy", Office of Research and Development, Winston-Salem State University, June 1971 (Revised October 1971).

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7. Richardson, Mary Sue, and John W. Sanders. "An Evaluation of Public Library Action for Children's Education". June 1972.

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9. Stall, Shelley. "A Study of the Economic Impact of the Institutions of Higher Education on the Winston-Salem Community".

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PART III

SOCIAL AND ECONOMIC INDICATORS FOR THE NINE URBANIZED AREAS IN NORTH CAROLINA

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Indicator Tables

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PART III

Social and Economic Indicators for the Nine Urbanized Areas in North Carolina

Introduction

This part contains three main sections: the Indicator Tables, the Urbanized Area Tables, and the Tract Maps. The data source for all three sections was the 1970 Census, specifically the Fourth Count Population Summary Tape. The indicators in the two sets of tables were derived from data for urbanized areas contained in File C of this tape. The indicators used to create the maps were derived from data for those tracts which are wholly or partially contained within the city of Winston-Salem. The geographic area contained within the urbanized area of Winston-Salem is not exactly the same as the area depicted on the tract maps. Tract boundaries are determined by local committees and remain relatively fixed while urbanized area boundaries are determined by population settlement.

An urbanized area, according to the Bureau of the Census, contains a city (or twin cities) of 50,000 or more population plus the surrounding closely settled incorporated and unincorporated areas which meet certain criteria of population size or density. In other words, an urbanized area contains a central city and its urban fringe. The nine urbanized areas of this report are the only nine in North Carolina.

The indicators included in this report are just a few of many which could be calculated; they were selected primarily because they were relevant to higher education planning. Much of the data from which these indicators were calculated can be found in the 1970 Census of Population, Volume I, Chapter C and the "Census Tract Reports". Other Census publications which would be useful in calculating indicators are the Census Users' Guide, Part I and Part II.

The ranks shown in the tables represent the positions of each North Carolina urbanized area in relation to all 248 urbanized areas in the country, controlling for race, i.e. comparing white population in each area with white populations in every other area. It should be noted that ranks do not always go in the same direction as the values of the indicators. For example, in Table 8 the urbanized area with the largest "Average Family Income" would be ranked number 1. On the other hand, in Table 11 the urbanized area with the smallest "Percent of Families with Income Below the Poverty Level" would be ranked number 1.

We assigned equal ranks to areas which had equal values of an indicator. The entries in table rows labeled "No. Rank Levels" show the number of different ranks which resulted from assigning the same rank to areas which had the same values. Ranks for Indicator Tables 5-50 were computed on the basis of values which contained one more decimal place than the values shown in these Tables, i.e., table values were rounded off one place for easier reading. Thus, some of the table values appear to be equal but have different ranks; these values are actually not equal in the third decimal

place. In the Urbanized Area Tables these values were not rounded off, and thus the additional decimal value can be found there.

The line labeled "Total U.S. (248)" at the bottom of the tables indicates a national average value of the indicator calculated from the characteristics of the total population of all urbanized areas in the country. (That is, the average value was not calculated by adding up the values for each urbanized area and dividing by 248.)

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5. Greensboro
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Tract Maps of Winston-Salem

Tract Maps 1 through 49 correspond to Indicator Tables 1 through 49. Tract Maps 51 (a) and 51 (b) correspond to sections (a) and (b) of Table 51. They show how the values of indicators vary from tract to tract in Winston-Salem. Technical difficulties with the computer made generation of a Tract Map corresponding to Table 50 impossible.

TABLE 1

FERTILITY RATIO

Definition: Number of children under age 5 per thousand females age 15 to 44.

Meaning: A rough indicator of the birth rate over the five years immediately preceding the census date, controlling for the age and sex composition of the population.

TABLE 2

YOUTH DEPENDENCY RATIO

Definition: Number of persons under age 18 per thousand persons age 18 to 64.

Meaning: Indicates the degree of demand placed on the resources of the economically productive population by that segment of the population which has not yet entered the labor force.

TABLE 1

FERTILITY RATIO

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	351	31	343	35	407	30
Charlotte	383	55	356	47	457	54
Durham	322	16	297	11	362	19
Fayetteville	447	108	430	104	516	93
Greensboro	331	20	304	14	396	26
High Point	406	76	363	52	592	145
Raleigh	331	20	319	19	381	23
Wilmington	383	55	349	40	474	64
Winston-Salem	351	31	314	17	433	39
Total U.S. (248)	389		377		467	
No. Rank Levels		129		131		183

TABLE 2

YOUTH DEPENDENCY RATIO

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	542	42	514	40	719	45
Charlotte	618	92	554	69	822	95
Durham	488	16	412	7	635	29
Fayetteville	450	41	505	36	665	34
Greensboro	552	49	515	41	656	32
High Point	607	84	547	65	909	141
Raleigh	513	28	493	28	609	25
Wilmington	584	68	518	43	777	71
Winston-Salem	573	60	505	36	745	56
Total U.S. (248)	589		561		789	
No. Rank Levels		163		165		192

TABLE 3

AGED DEPENDENCY RATIO

Definition: Number of persons age 64 or over per thousand persons age 18 to 64.

Meaning: Indicates the degree of demand placed on the resources of the economically productive population by that segment of the population which has left the labor force.

TABLE 4

TOTAL DEPENDENCY RATIO

Definition: Number of persons under age 18 plus the number of persons over age 64 per thousand persons age 18 to 64.

Meaning: The combined demand of youth and the aged on the resources of the economically productive population. The two are shown separately in Tables 2 and 3 because the nature and extent of the requirements of the two age groups differ substantially.

TABLE 3

AGED DEPENDENCY RATIO

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	247	128	243	126	270	135
Charlotte	114	30	117	30	105	50
Durham	147	54	153	55	135	77
Fayetteville	45	1	42	1	58	14
Greensboro	121	34	128	37	103	48
High Point	155	61	157	59	148	87
Raleigh	106	23	99	20	137	79
Wilmington	162	67	162	63	164	100
Winston-Salem	144	51	141	45	152	90
Total U.S. (248)	164		172		117	
No. Rank Levels		136		135		143

TABLE 4

TOTAL DEPENDENCY RATIO

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	789	99	757	98	989	115
Charlotte	732	56	671	40	927	72
Durham	635	17	565	13	770	33
Fayetteville	585	8	547	10	723	26
Greensboro	673	27	643	28	759	31
High Point	762	77	704	60	1057	149
Raleigh	619	14	592	15	746	82
Wilmington	746	62	680	44	941	80
Winston-Salem	717	46	646	29	897	62
Total U.S. (248)	753		733		906	
No. Rank Levels		171		176		192

TABLE 5

PERCENT OF THE POPULATION UNDER AGE 18 LIVING WITH BOTH PARENTS

Definition: Ratio of the number of persons under age 18 who live with both parents to the total number of persons under age 18.

Meaning: This is an indicator of the existence of economic and social problem areas, which result in a family structure which differs from the nuclear family.

TABLE 6

PERCENT OF THE CIVILIAN LABOR FORCE
IN OPERATIVE, LABOR AND SERVICE OCCUPATIONS

Definition: Ratio of the number of civilian persons age 16 and over employed as operatives, laborers and service workers plus the number of civilian unemployed persons age 16 and over who had previously worked in those occupations to the total civilian labor force age 16 and over.

Meaning: Indicates the degree to which the labor force is composed of lower paying occupations.

TABLE 5

PERCENT OF THE POPULATION UNDER AGE 18 LIVING WITH BOTH PARENTS

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	73	121	79	97	48	132
Charlotte	79	94	89	19	57	79
Durham	69	135	83	70	51	128
Fayetteville	74	116	79	96	62	39
Greensboro	80	88	87	36	63	38
High Point	79	94	84	58	61	48
Raleigh	81	77	88	23	54	102
Wilmington	70	132	81	86	49	125
Winston-Salem	73	120	88	31	50	124
Total U.S. (248)	81		86		56	
No. Rank Levels		136		101		151

TABLE 6

PERCENT OF THE CIVILIAN LABOR FORCE IN OPERATIVE, LABOR, AND SERVICE OCCUPATIONS

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	38	95	32	83	73	143
Charlotte	31	36	20	9	67	102
Durham	36	83	24	29	60	60
Fayetteville	33	50	24	29	58	46
Greensboro	33	54	24	26	62	69
High Point	46	136	40	134	76	157
Raleigh	24	3	16	3	62	70
Wilmington	38	97	27	49	72	136
Winston-Salem	38	100	27	45	68	112
Total U.S. (248)	33		29		59	
No. Rank Levels		142		152		167

TABLE 7

PERCENT OF THE CIVILIAN LABOR FORCE IN PROFESSIONAL, TECHNICAL, MANAGERIAL AND ADMINISTRATIVE OCCUPATIONS

Definition: Ratio of the number of civilian persons age 16 and over employed as professional, technical, managerial or administrative workers plus the number of civilian unemployed persons age 16 and over who had previously worked in those occupations to the total civilian labor force age 16 and over.

Meaning: Indicates the degree to which the labor force is composed of higher paying occupations.

TABLE 8

AVERAGE FAMILY INCOME

Definition: Total income of all members of families age 14 and over divided by the total number of heads of families. Income is defined as salary, wages, self-employment income, social security or railroad retirement, public assistance or welfare, and other regular income. It does not include capital gains, receipts from sale of personal property, lump-sum insurance or inheiritance or payments "in kind".

Meaning: Indicates degree of economic well-being of families. Note that it does not take into account family size.

TABLE 7

PERCENT OF THE CIVILIAN LABOR FORCE IN PROFESSIONAL, TECHNICAL, MANAGERIAL AND ADMINISTRATIVE OCCUPATIONS

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	25	54	27	53	11	64
Charlotte	25	51	30	29	9	84
Durham	27	32	34	18	14	41
Fayetteville	25	53	28	46	15	31
Greensboro	26	45	30	32	14	43
High Point	16	124	19	122	5	113
Raleigh	34	11	38	7	14	41
Wilmington	23	70	28	50	9	84
Winston-Salem	25	48	31	27	12	59
Total U.S. (248)	24		26		11	
No. Rank Levels		128		135		120

TABLE 8

AVERAGE FAMILY INCOME

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	$ 9,229	225	$ 9,805	219	$5,662	213
Charlotte	11,707	83	13,305	20	6,447	168
Durham	9,927	191	11,642	114	6,472	166
Fayetteville	8,431	242	9,141	238	6,045	187
Greensboro	12,084	52	13,454	16	7,680	95
High Point	10,474	157	11,224	143	6,654	159
Raleigh	11,826	73	12,904	35	6,483	165
Wilmington	9,258	223	10,579	186	5,042	238
Winston-Salem	10,984	129	12,701	44	6,695	158
Total U.S. (248)	$12,183		$12,772		$7,903	
No. Rank Levels		248		246		247

TABLE 9

AVERAGE INCOME PER FAMILY MEMBER

Definition: Total income of all members of families age 14 and over divided by the total number of members of families. Members of families are persons related to the household head by blood, marriage or adoption.

Meaning: Indicates degree of economic well-being of families, taking into account the number of persons among whom the income must be distributed.

TABLE 10

AVERAGE INCOME OF UNRELATED INDIVIDUALS

Definition: Total income of unrelated individuals age 14 and over divided by the number of unrelated individuals age 14 and over.

Meaning: Indicates degree of economic well-being of persons living alone or with persons to whom they are not related.

TABLE 9

AVERAGE INCOME PER FAMILY MEMBER

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	$2,790	204	$3,029	187	$1,508	188
Charlotte	3,314	86	3,930	17	1,602	169
Durham	2,956	158	3,716	33	1,695	150
Fayetteville	2,294	243	2,584	235	1,475	195
Greensboro	3,464	41	4,005	11	1,962	76
High Point	3,009	149	3,356	120	1,587	173
Raleigh	3,418	57	3,823	24	1,666	156
Wilmington	2,693	215	3,248	141	1,260	229
Winston-Salem	3,168	116	3,833	23	1,739	140
Total U.S. (248)	$3,443		$3,676		$1,984	
No. Rank Levels		248		245		244

TABLE 10

AVERAGE INCOME OF UNRELATED INDIVIDUALS

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	$3,730	116	$4,062	96	$1,986	198
Charlotte	4,171	66	4,836	28	2,288	163
Durham	2,600	229	3,008	211	1,880	210
Fayetteville	3,018	199	3,183	197	2,492	141
Greensboro	3,092	193	3,735	142	1,757	218
High Point	3,269	174	3,385	177	2,782	108
Raleigh	2,999	202	3,259	192	1,899	209
Wilmington	3,298	169	3,772	133	2,220	171
Winston-Salem	3,375	159	3,942	117	2,225	169
Total U.S. (248)	$4,425		$4,618		$3,287	
No. Rank Levels		248		248		245

TABLE 11

PERCENT OF FAMILIES WITH INCOME BELOW THE POVERTY LEVEL

Definition: Number of families with income below the poverty level divided by the total number of families. The poverty level is defined by the poverty index adopted by the Federal Interagency Committee in 1969, which takes into account such factors as family size, number of children and farm, non-farm residence.

Meaning: Indicates the incidence of cases of very poor economic conditions.

TABLE 12

AVERAGE INCOME DEFICIT OF FAMILIES BELOW POVERTY LEVEL

Definition: The difference between the total income of family members age 14 and over below the poverty level and the total income which these families would have needed to be counted at the poverty threshold, divided by the number of families below poverty level.

Meaning: Indicates the severity of poverty for those below poverty level.

TABLE 11

PERCENT OF FAMILIES WITH INCOME BELOW THE POVERTY LEVEL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	14	80	11	69	36	135
Charlotte	10	55	4	8	29	105
Durham	14	77	6	27	30	110
Fayetteville	16	88	12	76	30	113
Greensboro	9	44	5	12	23	62
High Point	11	59	8	45	24	70
Raleigh	9	46	5	15	30	111
Wilmington	17	95	9	55	43	153
Winston-Salem	13	72	6	30	30	108
Total U.S. (248)	8		6		24	
No. Rank Levels		109		88		163

TABLE 12

AVERAGE INCOME DEFICIT OF FAMILIES BELOW POVERTY LEVEL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	$1,378	44	$1,289	32	$1,536	41
Charlotte	1,601	163	1,479	134	1,662	81
Durham	1,607	165	1,209	11	1,775	131
Fayetteville	1,825	232	1,822	231	1,820	162
Greensboro	1,618	173	1,390	75	1,769	126
High Point	1,366	40	1,268	25	1,536	40
Raleigh	1,535	115	1,451	118	1,614	58
Wilmington	1,517	105	1,342	48	1,636	71
Winston-Salem	1,598	159	1,279	28	1,770	127
Total U.S. (248)	$1,631		$1,532		$1,823	
No. Rank Levels		242		239		234

TABLE 13

PERCENT FAMILIES BELOW POVERTY MULTIPLIED BY AVERAGE INCOME DEFICIT

Definition: The incidence of poverty (Table 11) multiplied by the average magnitude of poverty for each family below poverty (Table 12).

Meaning: Indicates the overall severity of poverty, taking into account the relative number of families in poverty and the extent to which their income is below poverty level. This is a measure of the need for additional income to bring all families up to the poverty level.

TABLE 14

PERCENT FAMILIES RECEIVING PUBLIC ASSISTANCE OR WELFARE

Definition: Ratio of the number of families whose income during the previous year consisted, at least in part, of public assistance or welfare payments to the total number of families.

Meaning: A measure of the utilization of public assistance and welfare income services. This should not be confused with need for income supplements (which are better indicated in Table 13) nor with the demand for such supplements, which cannot be calculated from Census data.

TABLE 13

PERCENT FAMILIES BELOW POVERTY MULTIPLIED BY AVERAGE INCOME DEFICIT

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	197	183	139	185	550	171
Charlotte	160	164	62	12	487	148
Durham	225	195	74	45	529	168
Fayetteville	290	218	212	212	555	172
Greensboro	144	142	64	16	408	100
High Point	145	145	101	126	370	70
Raleigh	140	137	72	37	487	147
Wilmington	258	206	120	160	700	212
Winston-Salem	208	191	82	76	524	163
Total U.S. (248)	136		95		433	
No. Rank Levels		232		220		231

TABLE 14

PERCENT FAMILIES RECEIVING PUBLIC ASSISTANCE OR WELFARE

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	4	20	3	16	10	30
Charlotte	4	22	1	3	12	46
Durham	8	60	3	23	18	89
Fayetteville	4	23	2	11	10	31
Greensboro	3	14	2	6	8	15
High Point	3	13	2	9	8	18
Raleigh	4	22	2	6	15	63
Wilmington	5	31	2	11	13	52
Winston-Salem	6	44	2	10	16	74
Total U.S. (248)	5		4		17	
No. Rank Levels		74		65		148

TABLE 15

PERCENT FAMILIES BELOW POVERTY RECEIVING WELFARE

Definition: Ratio of the number of families below poverty whose income during the previous year consisted, at least in part, of public assistance or welfare payments, to the total number of families below poverty.

Meaning: A measure of the utilization of public assistance and welfare income servcies by families who are most in need of them.

TABLE 16

PUBLIC ASSISTANCE AND WELFARE ADEQUACY INDEX

Definition: Aggregate amount of public assistance and welfare payments to families below the poverty level divided by the sume of the aggregate amounts of income deficit plus the aggregate amount of public assistance and welfare payments to such families.

Meaning: Income deficit is the amount by which income falls short of the poverty level after public assistance and welfare. This index measures the extent to which public assistance and welfare covers the income deficit which would have occurred if there were no such payments.

TABLE 15

PERCENT FAMILIES BELOW POVERTY RECEIVING WELFARE

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	10	15	9	30	14	12
Charlotte	16	61	9	32	19	36
Durham	23	111	16	88	25	67
Fayetteville	16	59	11	51	21	45
Greensboro	14	37	9	30	16	21
High Point	10	13	9	31	13	11
Raleigh	17	65	9	35	22	48
Wilmington	16	56	11	48	19	33
Winston-Salem	21	96	10	42	26	72
Total U.S. (248)	23		18		33	
No. Rank Levels		155		152		175

TABLE 16

PUBLIC ASSISTANCE AND WELFARE ADEQUACY INDEX

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	6	143	6	127	6	163
Charlotte	10	109	5	135	12	134
Durham	17	66	16	58	17	108
Fayetteville	8	132	4	143	12	135
Greensboro	8	133	6	132	9	154
High Point	7	136	7	123	9	155
Raleigh	12	98	7	120	16	116
Wilmington	12	105	8	114	13	130
Winston-Salem	15	84	9	106	17	112
Total U.S. (248)	19		16		25	
No. Rank Levels		156		160		174

TABLE 17

PERCENT POPULATION AGE 5 AND OVER WHO CHANGED RESIDENCE SINCE 1965

Definition: Ratio of the number of persons age 5 and over who lived in a different house in 1965 to the total number of persons age 5 and over.

Meaning: Measures the extent of local moves (intra-county) combined with the extent of longer distance in-migration from other counties and from areas outside the state. It is gross in-migration and does not reflect out-migration from the county. This number subtracted from 100 gives the percent who did not move in the five year period.

TABLE 18

PERCENT POPULATION AGE 5 AND OVER WHO CHANGED RESIDENCE WITHIN THE COUNTY SINCE 1965

Definition: Ratio of the number of persons age 5 and over who lived in a different house in 1965 but in the same county to the total number of persons age 5 and over.

Meaning: Measures local geographic mobility within the county.

TABLE 17

PERCENT POPULATION AGE 5 AND OVER WHO CHANGED RESIDENCE SINCE 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	43	130	44	117	37	176
Charlotte	58	36	57	44	60	65
Durham	54	57	55	58	53	103
Fayetteville	72	3	73	3	65	45
Greensboro	54	61	52	75	57	77
High Point	47	107	47	106	47	136
Raleigh	60	25	62	24	51	114
Wilmington	53	70	55	57	46	140
Winston-Salem	48	95	50	90	45	144
Total U.S. (248)	48		48		52	
No. Rank Levels		175		171		183

TABLE 18

PERCENT POPULATION AGE 5 AND OVER WHO CHANGED RESIDENCE WITHIN THE COUNTY SINCE 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	24	64	23	64	27	99
Charlotte	31	6	27	29	43	4
Durham	25	48	24	61	29	83
Fayetteville	16	117	14	118	22	126
Greensboro	25	48	24	60	30	70
High Point	25	49	24	57	32	55
Raleigh	20	94	19	99	27	95
Wilmington	29	19	26	35	36	31
Winston-Salem	25	51	22	72	32	61
Total U.S. (248)	24		23		32	
No. Rank Levels		120		120		152

TABLE 19

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A DIFFERENT NORTH CAROLINA COUNTY IN 1965

Definition: Ratio of the number of persons age 5 and over who lived in a different North Carolina County in 1965 to the total number of persons age 5 and over.

Meaning: Measures in-migration from other counties within the state as a percent of total population. This is often used as an indicator of attractiveness or job opportunities in the area as perceived by residents of other parts of the state. The position of any given urbanized area in relation to its county line must be taken into account in interpreting this statistic. Where a city is near the county line, short distance moves from the neighboring county (or counties) may give a false impression of longer distance attractiveness.

TABLE 20

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A DIFFERENT SOUTHERN STATE IN 1965

Definition: Ratio of the number of persons age 5 and over who lived in a different southern state in 1965 to the total number of persons age 5 and over.

Meaning: Measures in-migration from other southern states as a percent of total population age 5 and over. The comments made for Table 19 relative to the position of cities in relation to county lines also applies to the position of cities in relation to the state line, particularly Charlotte and Wilmington in relation to the South Carolina line. The Census South includes Delaware, Maryland, West Virginia, Kentucky, Arkansas, Oklahoma, Texas and all states south and east of them.

TABLE 19

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A DIFFERENT NORTH CAROLINA COUNTY IN 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	5	98	5	93	1	99
Charlotte	8	66	9	59	4	71
Durham	7	74	8	71	6	51
Fayetteville	6	82	6	84	6	49
Greensboro	9	60	10	53	7	47
High Point	9	61	10	57	5	65
Raleigh	15	21	17	19	10	27
Wilmington	8	64	11	49	2	88
Winston-Salem	7	76	9	61	3	79
Total U.S. (248)	7		8		4	
No. Rank Levels		126		127		107

TABLE 20

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A DIFFERENT SOUTHERN STATE IN 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	5	35	6	38	2	91
Charlotte	9	14	10	14	4	67
Durham	5	32	7	31	2	84
Fayetteville	15	1	16	1	13	16
Greensboro	6	26	7	31	3	74
High Point	4	43	4	50	3	76
Raleigh	6	25	8	29	2	87
Wilmington	6	25	8	25	2	90
Winston-Salem	5	36	6	35	2	86
Total U.S. (248)	3		3		4	
No. Rank Levels		79		88		102

TABLE 21

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A NORTHERN OR WESTERN STATE IN 1965

Definition: Ratio of the number of persons age 5 and over who lived in a state in the north or west in 1965 to the total number of persons age 5 and over.

Meaning: Measures in-migration from non-southern states as a percent of total population age 5 and over.

TABLE 22

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A DIFFERENT SOUTHERN STATE IN 1965

Definition: Sum of Tables 20 and 21

Meaning: Measures in-migration from all other states as a percent of total population age 5 and over.

TABLE 21

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A NORTHERN OR WESTERN STATE in 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	2	101	3	108	1	94
Charlotte	4	84	5	85	2	84
Durham	6	62	9	51	2	82
Fayetteville	17	11	20	8	7	42
Greensboro	4	89	4	93	2	81
High Point	2	107	2	115	1	88
Raleigh	6	68	6	69	2	82
Wilmington	4	85	4	91	3	71
Winston-Salem	4	89	5	88	1	90
Total U.S. (248)	6		7		2	
No. Rank Levels		108		116		98

TABLE 22

PERCENT POPULATION AGE 5 AND OVER WHO LIVED IN A DIFFERENT STATE IN 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	7	94	8	92	2	132
Charlotte	13	51	15	45	6	100
Durham	12	60	16	41	4	115
Fayetteville	32	4	36	3	20	28
Greensboro	10	74	11	69	5	103
High Point	6	109	6	112	4	112
Raleigh	12	57	14	52	4	118
Wilmington	10	68	13	59	4	111
Winston-Salem	8	83	11	73	3	124
Total U.S. (248)	9		9		6	
No. Rank Levels		133		141		142

TABLE 23

PERCENT IN-MIGRANTS FROM OTHER NORTH CAROLINA COUNTIES WHO WERE ENROLLED IN COLLEGE IN 1970

Definition: Ratio of the number of persons enrolled in college in 1970 who lived in a different North Carolina county in 1965 to the number of persons age 5 and over who lived in a different North Carolina county in 1965.

Meaning: Indicates the importance of colleges in the area in accounting for in-migration from other parts of the state.

TABLE 24

PERCENT IN-MIGRANTS FROM OTHER STATES WHO WERE ENROLLED IN COLLEGE IN 1970

Definition: Ratio of the number of persons enrolled in college in 1970 who were residents of other states in 1965 to the number of persons age 5 and over who lived in a different state in 1965.

Meaning: Indicates the importance of colleges in the area in accounting for in-migration from other states.

TABLE 23

PERCENT IN-MIGRANTS FROM OTHER NORTH CAROLINA COUNTIES
WHO WERE ENROLLED IN COLLEGE IN 1970

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	4	155	5	144	0	141
Charlotte	7	133	6	132	12	71
Durham	28	35	20	57	46	20
Fayetteville	7	135	2	161	21	43
Greensboro	26	41	26	41	27	39
High Point	2	170	2	158	0	141
Raleigh	31	31	33	29	21	42
Wilmington	4	158	4	146	0	141
Winston-Salem	22	53	18	62	45	21
Total U.S. (248)	12		12		8	
No. Rank Levels		173		165		141

TABLE 24

PERCENT IN-MIGRANTS FROM OTHER STATES
WHO WERE ENROLLED IN COLLEGE IN 1970

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	4	113	5	122	0	130
Charlotte	6	102	5	120	14	37
Durham	45	4	48	2	22	23
Fayetteville	2	135	2	145	3	108
Greensboro	13	50	11	64	24	21
High Point	6	102	7	104	0	130
Raleigh	17	36	16	43	36	14
Wilmington	3	128	3	135	1	127
Winston-Salem	16	39	17	38	16	30
Total U.S. (248)	9		9		6	
No. Rank Levels		139		151		130

TABLE 25

PERCENT COLLEGE STUDENTS WHO LIVED IN A DIFFERENT NORTH CAROLINA COUNTY IN 1965

Definition: Ratio of the number of persons attending college in 1970 who lived in a different North Carolina county in 1965 to the number of persons under age 35 enrolled in a college plus the number of persons age 35 and over enrolled in school.

Meaning: This indicates the degree of intra-state, inter-county attractiveness of colleges in the area. Because census data presents level of school enrollment only for ages 3 to 34 as one group, it was necessary to assume that everyone age 35 and over enrolled in school was in college.

TABLE 26

PERCENT COLLEGE STUDENTS WHO LIVED IN ANOTHER STATE IN 1965

Definition: Ratio of the number of persons attending college in 1970 and living in a different state in 1965 to the number of persons under age 35 enrolled in college plus the number of persons age 35 and over enrolled in school.

Meaning: This indicates the degree of interstate attractiveness of colleges in the area. Because census data presents level of school enrollment only for ages 3-34 as one group, it was necessary to assume that everyone age 35 and over enrolled in school was in college.

TABLE 25

PERCENT COLLEGE STUDENTS WHO LIVED IN A DIFFERENT NORTH CAROLINA COUNTY IN 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	10	152	11	145	0	152
Charlotte	17	105	18	103	16	69
Durham	18	97	13	133	30	35
Fayetteville	20	86	8	162	38	21
Greensboro	28	58	34	43	17	66
High Point	9	157	10	153	0	152
Raleigh	46	22	49	18	28	40
Wilmington	15	119	17	109	0	152
Winston-Salem	26	63	26	64	30	36
Total U.S. (248)	18		19		10	
No. Rank Levels		189		190		152

TABLE 26

PERCENT COLLEGE STUDENTS WHO LIVED IN ANOTHER STATE IN 1965

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	15	95	17	98	0	172
Charlotte	24	47	22	71	28	39
Durham	47	2	65	1	10	119
Fayetteville	32	19	43	5	15	79
Greensboro	15	93	17	99	12	100
High Point	15	92	17	101	0	172
Raleigh	20	66	20	83	19	67
Wilmington	13	107	14	121	4	154
Winston-Salem	24	44	29	34	11	108
Total U.S. (248)	17		18		11	
No. Rank Levels		161		186		172

TABLE 27

PERCENT OF THE POPULATION AGE 18-24 NOT ENROLLED IN HIGH SCHOOL WITH LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of persons age 18-24 minus the number of persons age 18-24 enrolled in high school (estimated) minus the number of persons age 18-24 with 4 or more years high school education to the number of persons age 18-24 minus the number of persons age 18-24 enrolled in high school (estimated).

Meaning: This is an indicator of the high school drop-out rate in the 18-24 age group. (See Tables 40 and 42 for comparable data for ages 16-21, by sex.) The denominator for this ratio represents the number of persons age 18-24 not still enrolled in high school. The numerator is the number of persons not still enrolled in high school who have not completed high school. Census data does not include level of school by age, therefore it was necessary to assume that (1) all persons age 25 to 34 enrolled in school were in college, i.e., no one in the age group was in high school, and (2) all persons enrolled in college were 18 or over.

TABLE 28

PERCENT OF THE POPULATION AGE 25 AND OVER WITH LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of persons age 25 and over who have less than 4 years high school education to the total number of persons age 25 and over.

Meaning: A measure of a relatively low level of education in the post-college age population.

TABLE 27

PERCENT OF THE POPULATION AGE 18-24 NOT ENROLLED IN HIGH SCHOOL WITH LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	30	118	29	115	38	125
Charlotte	28	103	25	85	36	110
Durham	28	96	28	104	28	69
Fayetteville	30	118	30	120	31	81
Greensboro	24	69	24	76	23	42
High Point	43	147	42	144	47	172
Raleigh	22	54	19	36	33	94
Wilmington	33	131	27	97	52	184
Winston-Salem	25	78	24	75	28	68
Total U.S. (248)	26		24		35	
No. Rank Levels		151		148		195

TABLE 28

PERCENT OF THE POPULATION AGE 25 AND OVER WITH LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	50	128	46	115	70	127
Charlotte	44	87	37	61	70	126
Durham	53	151	45	106	68	114
Fayetteville	40	61	35	46	55	43
Greensboro	47	107	43	91	60	66
High Point	66	174	64	161	77	169
Raleigh	39	57	33	34	68	111
Wilmington	51	140	44	96	74	153
Winston-Salem	53	152	47	119	68	109
Total U.S. (248)	44		42		64	
No. Rank Levels		177		166		180

TABLE 29

PERCENT OF THE POPULATION AGE 25 AND OVER WITH 4 OR MORE YEARS COLLEGE EDUCATION

Definition: Ratio of the number of persons age 25 and over who have 4 or more years college education to the total number of persons age 25 and over.

Meaning: A measure of a relatively high level of education in the post-college-age population.

TABLE 30

PERCENT MALES AGE 25 AND OVER WITH LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of males age 25 and over with less than 4 years high school education to the total number of males age 25 and over.

Meaning: A measure of a relatively low level of education among the post-college-age male population.

TABLE 29

PERCENT OF THE POPULATION AGE 25 AND OVER
WITH 4 OR MORE YEARS COLLEGE EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	12	67	13	68	5	56
Charlotte	15	40	18	31	5	52
Durham	17	29	21	19	8	31
Fayetteville	12	67	13	66	8	34
Greensboro	17	26	19	27	12	17
High Point	8	100	9	97	3	72
Raleigh	22	13	25	10	8	29
Wilmington	10	86	11	81	5	57
Winston-Salem	15	44	18	32	7	39
Total U.S. (248)	12		13		5	
No. Rank Levels		124		123		98

TABLE 30

PERCENT MALES AGE 25 AND OVER WITH
LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	52	134	49	142	71	116
Charlotte	44	85	37	55	71	117
Durham	54	144	45	112	71	118
Fayetteville	36	40	32	24	49	27
Greensboro	46	101	42	85	61	62
High Point	67	164	64	171	80	162
Raleigh	38	50	32	24	69	101
Wilmington	52	136	45	107	77	154
Winston-Salem	52	134	46	115	69	99
Total U.S. (248)	44		41		65	
No. Rank Levels		166		174		168

TABLE 31

PERCENT MALES AGE 25 AND OVER
WITH 4 OR MORE YEARS COLLEGE EDUCATION

Definition: Ratio of the number of males age 25 and over with 4 or more years college education to the total number of males age 25 and over.

Meaning: A measure of a relatively high level of education among the post-college-age male population.

TABLE 32

PERCENT FEMALES AGE 25 AND OVER WITH
LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of females age 25 and over with less than 4 years high school education to the total number of females age 25 and over.

Meaning: A measure of a relatively low level of education among the post-college-age female population.

TABLE 31

PERCENT MALES AGE 25 AND OVER
WITH 4 OR MORE YEARS COLLEGE EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	14	84	15	78	5	55
Charlotte	19	43	23	29	5	53
Durham	20	35	26	21	9	27
Fayetteville	14	82	17	68	6	47
Greensboro	21	29	24	26	12	19
High Point	10	117	11	116	2	81
Raleigh	28	15	33	12	7	37
Wilmington	11	104	14	91	3	70
Winston-Salem	18	48	22	31	6	45
Total U.S. (248)	16		18		5	
No. Rank Levels		135		143		93

TABLE 32

PERCENT FEMALES AGE 25 AND OVER WITH LESS
THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	48	114	44	112	70	130
Charlotte	45	91	38	65	69	125
Durham	52	140	45	117	66	98
Fayetteville	44	81	38	70	60	67
Greensboro	48	109	44	109	60	64
High Point	65	168	64	177	75	160
Raleigh	40	61	34	40	67	105
Wilmington	51	131	43	102	72	144
Winston-Salem	53	149	48	138	66	103
Total U.S. (248)	44		42		63	
No. Rank Levels		172		182		181

TABLE 33

PERCENT FEMALES AGE 25 AND OVER WITH
4 OR MORE YEARS COLLEGE EDUCATION

Definition: Ratio of the number of females age 25 and over with 4 or more years college education to the total number of females age 25 and over.

Meaning: A measure of a relatively high level of education among the post-college-age female population.

TABLE 34

PERCENT OF THE POPULATION AGE 16-64 WITH LESS
THAN 3 YEARS COLLEGE EDUCATION WHO HAVE VOCATIONAL TRAINING

Definition: Ratio of the number of persons age 16 to 64 who have less than 3 years of college completed and who have completed vocational training programs to the number of persons age 16-64 who have less than 3 years of college completed.

Meaning: A measure of the provision and/or utilization of vocational training facilities among the working age segment of the population which has completed no more than 2 years of college. Vocational training does not include correspondence courses, on-the-job training,or Armed Forces training not useful in a civilian job.

TABLE 33

PERCENT FEMALES AGE 25 AND OVER
WITH 4 OR MORE YEARS COLLEGE EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	10	45	11	42	5	52
Charlotte	12	35	13	28	6	46
Durham	14	21	17	12	8	28
Fayetteville	10	52	10	56	10	16
Greensboro	14	22	15	21	11	12
High Point	7	78	8	78	4	59
Raleigh	16	13	17	1[illegible]	9	18
Wilmington	8	66	9	6[illegible]	6	43
Winston-Salem	12	34	14	27	8	26
Total U.S. (248)	9		10		5	
No. Rank Levels		103		107		92

TABLE 34

PERCENT OF THE POPULATION AGE 16-64 WITH LESS
THAN 3 YEARS COLLEGE EDUCATION WHO HAVE VOCATIONAL TRAINING

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	25	69	25	75	26	59
Charlotte	28	43	31	26	20	102
Durham	26	60	27	59	24	68
Fayetteville	30	28	32	19	24	70
Greensboro	24	79	27	63	18	118
High Point	21	105	22	106	18	118
Raleigh	29	37	30	38	25	62
Wilmington	20	112	22	101	12	147
Winston-Salem	23	89	25	72	18	118
Total U.S. (248)	28		29		26	
No. Rank Levels		121		124		157

TABLE 35

PERCENT OF THE MALE POPULATION AGE 16-64 WITH LESS THAN 3 YEARS COLLEGE EDUCATION WHO HAVE VOCATIONAL TRAINING

Definition: Ratio of the number of males age 16 to 64 who have less than 3 years college completed and who have completed vocational training programs to the number of males age 16-64 who have less than 3 years of college completed.

Meaning: A measure of the provision and/or utilization of vocational training facilities among the working age segment of the male population which has completed no more than 2 years of college. Vocational training does not include correspondence courses, on-the-job training, or Armed Forces training not useful in a civilian job.

TABLE 36

PERCENT OF THE FEMALE POPULATION AGE 16-64 WITH LESS THAN 3 YEARS COLLEGE EDUCATION WHO HAVE VOCATIONAL TRAINING

Definition: Ratio of the number of females age 16 to 64 who have less than 3 years of college completed and who have completed vocational training courses to the number of females age 16 to 64 who have less than 3 years of college completed.

Meaning: A measure of the provision and/or utilization of vocational training facilities among the working age segment of the female population which has completed no more than 2 years of college. Vocational training does not include correspondence courses, on-the-job training, or Armed Forces training not useful in a civilian job.

TABLE 35

PERCENT OF THE MALE POPULATION AGE 16-64 WITH LESS THAN 3 YEARS OF COLLEGE EDUCATION WHO HAVE VOCATIONAL TRAINING

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	27	91	26	103	30	44
Charlotte	31	59	35	31	20	117
Durham	27	89	27	97	27	63
Fayetteville	34	28	36	28	30	51
Greensboro	27	92	30	69	19	124
High Point	23	119	23	125	21	109
Raleigh	29	73	30	75	27	67
Wilmington	22	121	26	110	14	155
Winston-Salem	25	104	29	85	18	130
Total U.S. (248)	32		33		27	
No. Rank Levels		133		137		169

TABLE 36

PERCENT OF THE FEMALE POPULATION AGE 16-64 WITH LESS THAN 3 YEARS COLLEGE EDUCATION WHO HAVE VOCATIONAL TRAINING

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	24	50	24	49	22	79
Charlotte	26	32	28	17	20	90
Durham	25	37	27	18	22	75
Fayetteville	22	67	24	47	16	121
Greensboro	22	66	24	51	17	114
High Point	20	85	21	76	15	123
Raleigh	28	14	29	7	24	61
Wilmington	17	107	19	88	12	142
Winston-Salem	21	72	23	59	17	110
Total U.S. (248)	25		25		25	
No. Rank Levels		117		110		154

TABLE 37

PERCENT OF THE POPULATION AGE 16-21
NOT ENROLLED IN SCHOOL

Definition: Ratio of the number of persons age 16 to 21 not enrolled in school to the total number of persons age 16 to 21.

Meaning: This is a measure of the non-utilization of educational facilities among that segment of the population which is at high school and college age.

TABLE 38

PERCENT MALES AGE 16-21 NOT
ENROLLED IN SCHOOL

Definition: Ratio of the number of males age 16 to 21 not enrolled in school to the total number of males age 16 to 21.

Meaning: This is a measure of the non-utilization of education facilities among that segment of the male population which is at high school and college age.

TABLE 37

PERCENT OF THE POPULATION
AGE 16-21 NOT ENROLLED IN SCHOOL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	45	125	44	119	47	83
Charlotte	43	110	39	81	51	121
Durham	28	21	24	15	33	23
Fayetteville	80	163	82	158	71	170
Greensboro	29	22	28	23	30	18
High Point	47	138	46	128	52	131
Raleigh	27	19	2[illegible]	14	40	50
Wilmington	46	130	45	126	46	82
Winston-Salem	32	30	29	26	38	45
Total U.S. (248)	40		38		49	
No. Rank Levels		163		158		180

TABLE 38

PERCENT MALES AGE 16 - 21 NOT
ENROLLED IN SCHOOL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	40	132	39	125	43	83
Charlotte	38	118	33	89	47	112
Durham	23	26	19	17	31	30
Fayetteville	86	172	87	160	80	170
Greensboro	30	57	30	66	29	22
High Point	43	144	43	135	43	85
Raleigh	23	24	17	14	46	104
Wilmington	41	136	39	125	44	92
Winston-Salem	27	40	21	20	39	59
Total U.S. (248)	35		34		46	
No. Rank Levels		172		160		175

TABLE 39

PERCENT FEMALES AGE 16 - 21
NOT ENROLLED IN SCHOOL

Definition: Ratio of the number of females age 16 to 21 not enrolled in school to the total number of persons age 16 to 21.

Meaning: This is a measure of the non-utilization of educational facilities among that segment of the female population which is at high school and college level.

TABLE 40

PERCENT OF THE POPULATION AGE 16-21 NOT ENROLLED IN SCHOOL WHO HAVE LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of persons age 16 to 21 not enrolled in school who are not high school graduates to the total number of persons not enrolled in school.

Meaning: This is a measure of the non-utilization of high school educational facilities among persons 16 to 21 not enrolled in school. This figure multiplied by the figure in Table 37 gives the non-utilization rate among all persons age 16 to 21.

TABLE 39

PERCENT FEMALES AGE 16 - 21
NOT ENROLLED IN SCHOOL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	49	118	49	122	50	99
Charlotte	46	101	43	75	55	130
Durham	32	21	30	14	34	23
Fayetteville	62	155	66	164	51	104
Greensboro	28	11	27	9	32	16
High Point	50	131	48	116	60	158
Raleigh	33	22	32	19	34	20
Wilmington	50	129	51	134	49	85
Winston-Salem	37	34	36	32	38	38
Total U.S. (248)	44		43		51	
No. Rank Levels		157		164		177

TABLE 40

PERCENT OF THE POPULATION AGE 16-21 NOT ENROLLED IN
SCHOOL WHO HAVE LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	42	140	42	146	46	88
Charlotte	39	113	32	84	48	102
Durham	44	148	36	108	52	127
Fayetteville	32	67	31	74	38	48
Greensboro	44	148	39	137	50	116
High Point	61	172	62	166	57	154
Raleigh	37	103	30	72	52	126
Wilmington	48	161	40	138	63	173
Winston-Salem	39	119	36	110	44	80
Total U.S. (248)	35		32		48	
No. Rank Levels		175		169		185

TABLE 41

PERCENT OF MALES AGE 16-21 NOT ENROLLED IN SCHOOL WHO HAVE LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of males age 16 to 21 not enrolled in school who are not high school graduates to the total number of males not enrolled in school.

Meaning: This is a measure of the non-utilization of high school educational facilities among males 16 to 21 not enrolled in school. This figure multiplied by the figure in Table 38 gives the non-utilization rate among all males age 16 to 21.

TABLE 42

PERCENT OF FEMALES AGE 16-21 NOT ENROLLED IN SCHOOL WHO HAVE LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Definition: Ratio of the number of females age 16 to 21 not enrolled in school who are not high school graduates to the total number of females not enrolled in school.

Meaning: This is a measure of the non-utilization of hgih school educational facilities among females age 16 to 21 not enrolled in school. This figure multiplied by the figure in Table 39 gives the non-utilization rate among all females age 16 to 21.

TABLE 41

PERCENT OF MALES AGE 16-21 NOT ENROLLED IN SCHOOL
WHO HAVE LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	52	156	50	156	60	130
Charlotte	46	131	42	119	52	89
Durham	52	161	44	133	62	134
Fayetteville	32	43	30	50	36	32
Greensboro	51	155	48	148	56	112
High Point	67	180	68	173	64	146
Raleigh	54	169	49	152	62	136
Wilmington	51	152	41	114	67	155
Winston-Salem	49	145	44	128	55	104
Total U.S. (248)	39		36		54	
No. Rank Levels		184		176		173

TABLE 42

PERCENT OF FEMALES AGE 16-21 NOT ENROLLED IN SCHOOL
WHO HAVE LESS THAN 4 YEARS HIGH SCHOOL EDUCATION

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	36	123	37	132	34	36
Charlotte	34	104	26	61	46	94
Durham	38	132	30	83	46	96
Fayetteville	35	114	32	104	44	84
Greensboro	38	133	34	112	46	97
High Point	57	172	57	163	53	137
Raleigh	23	34	18	20	38	52
Wilmington	45	161	39	140	60	159
Winston-Salem	33	99	32	98	35	42
Total U.S. (248)	31		28		44	
No. Rank Levels		174		165		165

TABLE 43

PERCENT OF THE POPULATION AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH LESS THAN 4 YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Definition: Ratio of the number of persons age 16 to 21 who are:

1. not enrolled in high school
2. not high school graduates, and
3. unemployed or not in the labor force

to the number of males age 16 to 21 who are:

1. not enrolled in school
2. not high school graduates

Meaning: This is a measure of the unemployment rate among high school drop-outs in the age 16-21 category.

TABLE 44

PERCENT OF MALES AGE 16 - 21 NOT ENROLLED IN SCHOOL AND WITH LESS THAN 4 YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Definition: Ratio of the number of males who are age 16-21 and:

1. not enrolled in school
2. not high school graduates; and
3. unemployed or not in the labor force

to the number of males age 16 to 21 who are:

1. not enrolled in school
2. not high school graduates

Meaning: This is a measure of the unemployment rate among male high school drop-outs in the age 16 to 21 category.

TABLE 43

PERCENT OF THE POPULATION AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH LESS THAN 4 YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	62	144	60	136	72	145
Charlotte	48	52	45	39	52	47
Durham	45	32	41	32	48	30
Fayetteville	21	1	18	1	31	8
Greensboro	47	44	41	23	57	70
High Point	36	12	38	19	29	6
Raleigh	63	153	58	120	70	138
Wilmington	57	110	50	70	67	122
Winston-Salem	59	127	54	93	66	113
Total U.S. (248)	54		51		63	
No. Rank Levels		184		179		176

TABLE 44

PERCENT OF MALES AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH LESS THAN 4 YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	56	165	53	161	64	143
Charlotte	32	49	26	37	38	35
Durham	32	56	18	16	44	60
Fayetteville	5	1	4	1	10	6
Greensboro	25	24	17	15	39	40
High Point	23	18	24	32	17	11
Raleigh	65	177	55	165	76	163
Wilmington	40	107	30	57	54	103
Winston-Salem	47	138	30	58	61	130
Total U.S. (248)	38		34		52	
No. Rank Levels		181		179		174

TABLE 45

PERCENT OF FEMALES AGE 16 - 21 NOT ENROLLED IN SCHOOL AND WITH LESS THAN 4 YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Definition: Ratio of the number of females age 16 to 21 who are:

1. not enrolled in school,
2. not high school graduates, and
3. unemployed or not in the labor force

to the number of males age 16 to 21 who are:

1. not enrolled in school, and
2. not high school graduates

Meaning: This is a measure of the unemployment rate among male high school drop-outs in the 16 to 21 category.

TABLE 46

PERCENT OF THE POPULATION AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH 4 OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Definition: Ratio of the number of persons age 16-21 who are:

1. not enrolled in school
2. high school graduates
3. unemployed or not in the labor force

to the number of persons age 16 to 21 who are:

1. not enrolled in school, and
2. high school graduates

Meaning: This measures the unemployment rate among high school graduates in the age 16 to 21 category.

TABLE 45

PERCENT OF FEMALES AGE 16 - 21 NOT ENROLLED IN SCHOOL AND WITH LESS THAN 4 YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	68	76	65	64	81	138
Charlotte	63	51	62	49	63	46
Durham	56	27	64	60	51	15
Fayetteville	80	171	78	148	87	156
Greensboro	67	75	63	54	73	90
High Point	46	6	50	11	37	4
Raleigh	60	38	62	49	57	28
Wilmington	71	99	64	62	80	130
Winston-Salem	71	102	71	99	72	86
Total U.S. (248)	69		68		73	
No. Rank Levels		188		178		167

TABLE 46

PERCENT OF THE POPULATION AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH 4 OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	33	108	32	114	36	74
Charlotte	24	43	20	26	32	52
Durham	31	95	24	57	40	95
Fayetteville	12	2	12	2	14	5
Greensboro	24	42	19	16	35	66
High Point	16	7	13	4	27	29
Raleigh	25	48	20	26	39	93
Wilmington	28	77	25	63	42	106
Winston-Salem	29	79	23	49	38	87
Total U.S. (248)	27		25		39	
No. Rank Levels		159		161		180

TABLE 47

PERCENT OF MALES AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH 4 OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Definition: Ratio of the number of males age 16 to 21 who are:

1. not enrolled in school
2. high school graduates
3. unemployed or not in the labor force

to the number of persons age 16 to 21 who are

1. not enrolled in school, and
2. high school graduates

Meaning: This measures the unemployment rate among male high school graduates in the age 16 to 21 category.

TABLE 48

PERCENT OF FEMALES AGE 16-21 NOT ENROLLED IN SCHOOL AND WITH 4 OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Definition: Ratio of the number of females age 16 to 21 who are

1. not enrolled in school
2. high school graduates
3. unemployed or not in the labor force

to the number of females age 16 to 21 who are:

1. not enrolled in school, and
2. high school graduates

Meaning: This measures the unemployment rate among female high school graduates in the age 16 to 21 category.

TABLE 47

PERCENT OF MALES AGE 16-21 NOT ENROLLED IN SCHOOL
AND WITH 4 OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	24	121	21	107	42	131
Charlotte	16	50	13	46	20	40
Durham	29	147	26	139	34	103
Fayetteville	1	1	1	1	2	4
Greensboro	16	55	9	24	31	89
High Point	12	30	6	15	35	105
Raleigh	26	129	19	94	39	122
Wilmington	16	52	10	27	37	112
Winston-Salem	22	100	16	67	29	78
Total U.S. (248)	18		16		30	
No. Rank Levels		165		166		167

TABLE 48

PERCENT OF FEMALES AGE 16-21 NOT ENROLLED IN SCHOOL
AND WITH 4 OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	37	102	37	107	34	26
Charlotte	28	48	23	16	40	55
Durham	31	67	23	14	42	66
Fayetteville	60	187	61	176	59	139
Greensboro	28	45	24	19	38	42
High Point	19	4	18	3	23	6
Raleigh	24	19	20	6	40	53
Wilmington	37	107	35	97	45	81
Winston-Salem	32	72	26	36	44	74
Total U.S. (248)	33		31		45	
No. Rank Levels		188		177		184

TABLE 49

PERCENT OF THE POPULATION AGE 3 - 6 ENROLLED IN SCHOOL

Definition: Ratio of the number of persons age 3 to 6 enrolled in school to the total number of persons age 3 to 6.

Meaning: This is a measure of the provision and/or utilization of nursery schools and kindergartens.

TABLE 50

PERCENT OF THE POPULATION AGE 7 - 15 ENROLLED IN SCHOOL

Definition: Ratio of the number of persons age 7 to 15 enrolled in school to the total number of persons age 7 to 15.

Meaning: Measures the utilization of primary and secondary school facilities in the area.

TABLE 49

PERCENT OF THE POPULATION AGE 3 - 6 ENROLLED IN SCHOOL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	34	141	34	145	35	146
Charlotte	42	103	46	74	33	154
Durham	46	74	49	55	43	111
Fayetteville	32	147	35	141	27	167
Greensboro	43	98	44	94	41	119
High Point	36	131	40	120	28	164
Raleigh	49	53	52	31	37	138
Wilmington	36	132	36	136	36	142
Winston-Salem	46	77	48	64	43	108
Total U.S. (248)	48		48		46	
No. Rank Levels		162		164		180

TABLE 50

PERCENT OF THE POPULATION AGE 7 - 15 ENROLLED IN SCHOOL

Urbanized Area	Total		White		Black	
	Value	Rank	Value	Rank	Value	Rank
Asheville	95	44	95	44	94	78
Charlotte	97	27	98	19	95	72
Durham	96	35	97	31	95	68
Fayetteville	96	38	96	35	95	74
Greensboro	97	25	98	14	94	79
High Point	95	45	96	36	92	96
Raleigh	97	25	3	19	94	78
Wilmington	96	39	95	49	98	48
Winston-Salem	97	24	98	19	96	57
Total U.S. (248)	98		98		96	
No. Rank Levels		60		58		128

TABLE 51

1970 POPULATION

Urbanized Area	a. Population Value	a. Population Rank	b. Percent Black Value	b. Percent Black Rank
Asheville	72,617	215	16	60
Charlotte	279,957	74	26	24
Durham	101,016	170	37	4
Fayetteville	161,453	120	24	34
Greensboro	152,196	129	27	23
High Point	93,322	183	19	47
Raleigh	151,868	131	20	45
Wilmington	57,363	240	28	20
Winston-Salem	143,474	138	32	12
Total U.S.	477,576		13	
No. Rank Levels		248		162

North Carolina Urbanized Area

Table	Description
1.	Fertility Ratio
2.	Youth Dependency Ratio
3.	Aged Dependency Ratio
4.	Total Dependency Ratio
5.	Percent of Population Under Age 18 Living with Both Parents
6.	Percent of the Civilian Labor Force in Operative, Labor and Service Occupations
7.	Percent of the Civilian Labor Force in Professional, Technical, Managerial and Administrative Occupations
8.	Average Family Income
9.	Average Income Per Family Member
10.	Average Income of Unrelated Individuals
11.	Percent of Families with Income Below the Poverty Level
12.	Average Income Deficit of Families Below Poverty Level
13.	Percent Families Below Poverty Multiplied by Average Income Deficit
14.	Percent Families Receiving Public Assistance or Welfare
15.	Percent Families Below Poverty Receiving Welfare
16.	Public Assistance and Welfare Adequacy Index
17.	Percent Population Age 5 and Over Who Changed Residence Since 1965
18.	Percent Population Age 5 and Over Who Changed Residence Within the County Since 1965
19.	Percent Population Age 5 and Over Who Lived in a Different North Carolina County in 1965
20.	Percent Population Age 5 and Over Who Lived in a Different Southern State in 1965
21.	Percent Population Age 5 and Over Who Lived in a Northern or Western State in 1965
22.	Percent Population Age 5 and Over Who Lived in a Different State in 1965
23.	Percent In-Migrants from Other North Carolina Counties Who Were Enrolled in College in 1970
24.	Percent In-Migrants from Other States Who Were Enrolled in College in 1970
25.	Percent College Students Who Lived in a Different North Carolina County in 1965.

North Carolina Urbanized Area

Table	Description
26.	Percent College Students Who Lived in Another State in 1965
27.	Percent of the Population Age 18-24 Not Enrolled in High School with Less Than 4 Years High School Education
28.	Percent of the Population Age 25 and Over With Less Than 4 Years High School Education
29.	Percent of Population Age 25 and Over With 4 or More Years College Education
30.	Percent Males Age 25 and Over With Less Than 4 Years High School Education
31.	Percent Males Age 25 and Over With 4 or More Years College
32.	Percent Females Age 25 and Over With Less Than 4 Years High School Education
33.	Percent Females Age 25 and Over With 4 or More Years College
34.	Percent of the Population Age 16-64 with Less Than 3 Years College Education Who Have Vocational Training
35.	Percent of the Male Population Age 16-64 With Less Than 3 Years College Who Have Vocational Training
36.	Percent of the Female Population Age 16-64 with Less Than 3 Years College Education Who Have Vocational Training
37.	Percent of the Population Age 16-21 Not Enrolled in School
38.	Percent Males Age 16-21 Not Enrolled in School
39.	Percent Females Age 16-21 Not Enrolled in School
40.	Percent of the Population Age 16-21 Not Enrolled in School Who Have Less Than 4 Years High School Education
41.	Percent of Males Age 16-21 Not Enrolled in School Who Have Less Than 4 Years High School Education
42.	Percent of Females Age 16-21 Not Enrolled in School Who Have Less Than 4 Years High School Education
43.	Percent of the Population Age 16-21 Not Enrolled in School and With Less Than 4 Years High School Who Are Unemployed
44.	Percent of Males Age 16-21 Not Enrolled in School and With Less Than 4 Years High School Who Are Unemployed
45.	Percent of Females Age 16-21 Not Enrolled in School and With Less Than 4 Years High School Who Are Unemployed
46.	Percent of the Population Age 16-21 Not Enrolled in School and With 4 Or More Years High School Who Are Unemployed
47.	Percent of Males Age 16-21 Not Enrolled in School and With 4 or More Years High School Who Are Unemployed
48.	Percent of Females Age 16-21 Not Enrolled in School and With 4 Or More Years High School Who Are Unemployed
49.	Percent of the Population Age 3-6 Enrolled in School
50.	Percent of the Population Age 7-15 Enrolled in School

TABLES FOR EACH URBANIZED AREA

The following tables present the data included in Tables 1-50 separately for each area. Dollar amounts and percentages are calculated to the tenth decimal place, e.g., for dollar amounts (rows 8-10, 12 and 13) the number 257625 represents $25,762.50. For percentages (rows 5-7, 11, and 14-50) the number 256 represents 25.6%.

ASHEVILLE
URBANIZED AREA

Table	TOTAL VALUE	TOTAL RANK	TOTAL NO. LEVELS	WHITE VALUE	WHITE RANK	WHITE NO. LEVELS	BLACK VALUE	BLACK RANK	BLACK NO. LEVELS
1.	351	31	129	343	35	131	407	30	183
2.	542	42	163	514	40	165	719	45	192
3.	247	128	136	243	126	135	270	135	143
4.	789	99	171	757	98	176	989	115	192
5.	732	121	136	790	97	101	476	132	151
6.	378	95	142	317	83	152	727	143	167
7.	248	54	128	272	53	135	111	64	120
8.	92290	225	248	98050	219	246	56618	213	247
9.	27903	204	248	30293	187	245	15084	188	244
10.	37300	116	248	40619	96	248	19861	198	245
11.	143	80	109	108	69	88	358	135	163
12.	13775	44	242	12894	32	239	15358	41	234
13.	1972	183	232	1394	185	220	5502	171	231
14.	37	20	74	27	16	65	100	30	148
15.	105	15	155	87	30	152	136	12	175
16.	63	143	156	62	127	160	64	163	174
17.	434	130	175	445	117	171	371	176	183
18.	237	64	120	231	64	120	268	99	152
19.	46	98	126	53	93	127	9	99	107
20.	50	35	79	57	38	88	15	91	102
21.	23	101	108	26	108	116	6	94	98
22.	73	94	133	83	92	141	21	132	142
23.	45	155	173	47	144	165	0	141	141
24.	44	113	139	46	122	151	0	130	130
25.	98	152	189	110	145	190	0	152	152

ASHEVILLE
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	151	95	161	170	98	186	0	172	172
27.	304	118	151	291	115	148	375	125	195
28.	499	128	177	465	115	166	701	127	180
29.	118	67	124	130	68	123	50	56	98
30.	520	134	166	490	142	174	709	116	168
31.	138	84	135	152	78	143	49	55	93
32.	482	114	172	445	112	182	695	130	181
33.	104	45	103	113	42	107	50	52	92
34.	252	69	121	251	75	124	257	59	157
35.	270	91	133	263	103	137	303	44	169
36.	238	50	117	241	49	110	218	79	154
37.	448	125	163	445	119	158	467	83	180
38.	399	132	172	392	125	160	426	83	175
39.	487	118	157	487	122	164	504	99	177
40.	424	140	175	418	146	169	455	88	185
41.	515	156	184	495	156	176	605	130	173
42.	364	123	174	370	132	165	340	36	165
43.	618	144	184	596	136	179	715	145	176
44.	556	165	181	533	161	179	644	143	174
45.	675	76	188	649	64	178	811	138	167
46.	325	108	159	318	114	161	363	74	180
47.	244	121	165	212	107	166	422	131	167
48.	366	102	188	372	107	177	336	26	184
49.	339	141	162	337	145	164	351	146	180
50.	952	44	60	953	44	58	943	78	128

CHARLOTTE
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Level	Value	Rank	No. Level	Value	Rank	No. Levels
1.	383	55	129	356	47	131	457	54	183
2.	618	92	163	554	69	165	822	95	192
3.	114	30	136	117	30	135	105	50	143
4.	732	56	171	671	40	176	927	72	192
5.	786	94	136	887	19	101	568	79	151
6.	310	36	142	198	9	152	668	102	167
7.	251	51	128	303	29	135	88	84	120
8.	117072	83	248	133054	20	246	64467	168	247
9.	33135	86	248	39305	17	245	16019	169	244
10.	41713	66	248	48355	28	248	22882	163	245
11.	100	55	109	42	8	88	292	105	163
12.	16011	163	242	14794	134	239	16619	81	234
13.	1605	164	232	622	12	220	4869	148	231
14.	39	22	74	13	3	65	124	46	148
15.	164	61	155	89	32	152	192	36	175
16.	105	109	156	52	135	160	125	134	174
17.	582	36	175	573	44	171	605	65	183
18.	310	6	120	268	29	120	431	4	152
19.	80	66	126	93	59	127	40	71	107
20.	88	14	79	104	14	88	41	67	102
21.	40	84	108	49	85	116	16	84	98
22.	128	51	133	153	45	141	57	100	142
23.	69	133	173	63	132	165	115	71	141
24.	58	102	139	48	120	151	141	37	130
25.	174	105	189	180	103	190	159	69	152

CHARLOTTE
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	237	47	161	224	71	186	280	39	172
27.	284	103	151	252	85	148	355	110	195
28.	445	87	177	372	61	166	700	126	180
29.	150	40	124	178	31	123	54	52	98
30.	441	85	166	367	55	174	713	117	168
31.	190	43	135	228	29	143	51	53	93
32.	449	91	172	377	65	182	690	125	181
33.	116	35	103	134	28	107	56	46	92
34.	280	43	121	309	26	124	199	102	157
35.	308	59	133	349	31	137	195	117	169
36.	257	32	117	277	17	110	202	90	154
37.	427	110	163	386	81	158	511	121	180
38.	378	118	172	331	89	160	467	112	175
39.	465	101	157	427	75	164	546	130	177
40.	386	113	175	322	84	169	481	102	185
41.	465	131	184	422	119	176	518	89	173
42.	336	104	174	264	61	165	456	94	165
43.	483	52	184	447	39	179	520	47	176
44.	315	49	181	261	37	179	375	35	174
45.	629	51	188	622	49	178	633	46	167
46.	239	43	159	200	26	161	322	52	180
47.	155	50	165	132	46	166	196	40	167
48.	281	48	188	231	16	177	398	55	184
49.	420	103	162	462	74	164	334	154	180
50.	970	27	60	980	19	58	949	72	128

DURHAM
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
1.	322	16	129	297	11	131	362	19	183
2.	488	16	163	412	7	165	635	29	192
3.	147	54	136	153	55	135	135	77	143
4.	635	17	171	565	13	176	770	33	192
5.	689	135	136	832	70	101	512	118	151
6.	363	83	142	243	29	152	604	60	167
7.	273	32	128	339	18	135	139	41	120
8.	99270	191	248	116419	114	246	64723	166	247
9.	29558	158	248	37160	33	245	16954	150	244
10.	25998	229	248	30082	211	248	18805	210	245
11.	140	77	109	61	27	88	298	110	163
12.	16070	165	242	12092	11	239	17748	131	234
13.	2253	195	232	741	45	220	5291	168	231
14.	82	60	74	34	23	65	181	89	148
15.	228	111	155	165	88	152	252	67	175
16.	171	66	156	158	58	160	174	108	174
17.	543	57	175	548	58	171	533	103	183
18.	254	48	120	235	61	120	289	83	152
19.	72	74	126	78	71	127	62	51	107
20.	54	32	79	72	31	88	23	84	102
21.	62	62	108	87	51	116	18	82	98
22.	116	60	133	159	41	141	41	115	142
23.	282	35	173	198	57	165	463	20	141
24.	447	4	139	483	2	151	216	23	130
25.	184	97	189	130	133	190	301	35	152

DURHAM
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	472	2	161	648	1	186	95	119	172
27.	277	96	151	276	104	148	280	69	195
28.	527	151	177	452	106	166	682	114	180
29.	169	29	124	211	19	123	80	31	98
30.	535	144	166	453	112	174	714	118	168
31.	203	35	135	256	21	143	86	27	93
32.	520	140	172	450	117	182	658	98	181
33.	141	21	103	173	12	107	76	28	92
34.	261	60	121	272	59	124	243	68	157
35.	272	89	133	270	97	137	272	63	169
36.	252	37	117	274	18	110	222	75	154
37.	279	21	163	243	15	158	330	23	180
38.	232	26	172	190	17	160	308	30	175
39.	322	21	157	301	14	164	345	23	177
40.	435	148	175	356	108	169	517	127	185
41.	525	161	184	444	133	176	616	134	173
42.	378	132	174	296	83	165	458	96	165
43.	451	32	184	407	23	179	481	30	176
44.	324	56	181	179	16	179	443	60	174
45.	564	27	188	643	60	178	511	15	167
46.	307	95	159	241	57	161	395	95	180
47.	294	147	165	265	139	166	343	103	167
48.	313	67	188	227	14	177	417	66	184
49.	462	74	162	487	55	164	428	111	180
50.	961	35	60	968	31	58	953	68	128

FAYETTEVILLE
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
1.	447	108	129	430	104	131	516	93	183
2.	540	41	163	505	36	165	665	34	192
3.	45	1	136	42	1	135	58	14	143
4.	585	8	171	547	10	176	723	26	192
5.	745	116	136	791	96	101	625	39	151
6.	328	50	142	243	29	152	583	46	167
7.	249	53	128	280	46	135	154	31	120
8.	84310	242	248	91408	238	246	60451	187	247
9.	22944	243	248	25840	235	245	14748	195	244
10.	30179	199	248	31834	197	248	24918	141	245
11.	158	88	109	116	76	88	304	113	163
12.	18254	232	242	18218	231	239	18204	162	234
13.	2902	218	232	2122	212	220	5547	172	231
14.	40	23	74	22	11	65	102	31	148
15.	162	59	155	114	51	152	213	45	175
16.	79	132	156	44	143	160	124	135	174
17.	715	3	175	734	3	171	650	45	183
18.	160	117	120	140	118	120	225	126	152
19.	63	82	126	63	84	127	65	49	107
20.	147	1	79	156	1	85	127	16	102
21.	171	11	108	202	8	116	71	42	98
22.	318	4	133	358	3	141	198	28	142
23.	67	135	173	21	161	165	211	43	141
24.	21	135	139	20	145	151	27	108	130
25.	202	86	189	82	162	190	385	21	152

FAYETTEVILLE
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	321	19	161	431	5	186	152	79	172
27.	304	118	151	302	120	148	306	81	195
28.	397	61	177	349	46	166	547	43	180
29.	118	67	124	132	66	123	77	34	98
30.	357	40	166	315	24	174	491	27	168
31.	140	82	135	166	68	143	58	47	93
32.	437	81	172	384	70	182	601	67	181
33.	97	52	103	98	56	107	96	16	92
34.	297	28	121	317	19	124	238	70	157
35.	345	28	133	360	23	137	295	51	169
36.	219	67	117	243	47	110	156	121	154
37.	798	163	163	823	158	158	707	170	180
38.	856	172	172	869	160	160	802	170	175
39.	622	155	157	665	164	164	510	104	177
40.	323	67	175	309	74	169	379	48	185
41.	316	43	184	305	50	176	360	32	173
42.	352	114	174	325	104	165	441	84	165
43.	212	1	184	183	1	179	306	8	176
44.	53	1	181	41	1	179	95	6	174
45.	804	171	188	781	148	178	866	156	167
46.	123	2	159	117	2	161	141	5	180
47.	13	1	165	10	1	166	21	4	167
48.	605	187	188	607	176	177	585	139	184
49	325	147	162	349	141	164	267	167	180
50.	958	38	60	964	35	58	947	74	128

GREENSBORO
URBANIZED AREA

Table	TOTAL Value	TOTAL Rank	TOTAL No. Levels	WHITE Value	WHITE Rank	WHITE No. Levels	BLACK Value	BLACK Rank	BLACK No. Levels
1.	331	20	129	304	14	131	396	26	183
2.	552	49	163	515	41	165	656	32	192
3.	121	34	136	128	37	135	103	48	143
4.	673	27	171	643	28	176	759	31	192
5.	796	88	136	870	36	101	626	38	151
6.	332	54	142	236	26	152	619	69	167
7.	257	45	128	298	32	135	137	43	120
8.	120839	52	248	134542	16	246	76804	95	247
9.	34644	41	248	40050	11	245	19617	76	244
10.	30919	193	248	37348	142	248	17567	218	245
11.	89	44	109	46	12	88	230	62	163
12.	16185	173	242	13905	75	239	17693	126	234
13.	1445	142	232	641	16	220	4085	100	231
14.	31	14	74	17	6	65	76	15	148
15.	135	37	155	87	30	152	164	21	175
16.	77	133	156	56	132	160	87	154	174
17.	537	61	175	524	75	171	574	77	183
18.	254	48	120	236	60	120	305	70	152
19.	91	60	126	100	53	127	67	47	107
20.	62	26	79	72	31	88	34	74	102
21.	35	89	108	41	93	116	19	81	98
22.	97	74	133	113	69	141	52	103	142
23.	259	41	173	257	41	165	272	39	141
24.	133	50	139	114	64	151	244	21	130
25.	280	58	189	340	43	190	166	66	152

GREENSBORO
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	153	93	101	169	99	186	120	100	172
27.	239	69	151	240	76	148	231	42	195
28.	471	107	177	431	91	166	602	66	180
29.	173	26	124	190	27	123	116	17	98
30.	464	101	166	420	85	174	610	62	168
31.	214	29	135	242	26	143	120	19	93
32.	476	109	172	441	109	182	596	64	181
33.	139	22	103	147	21	107	112	12	92
34.	242	79	121	267	63	124	177	118	157
35.	269	92	133	304	69	137	187	124	169
36.	220	66	117	239	51	110	169	114	154
37.	288	22	163	278	23	158	305	18	180
38.	296	57	172	299	66	160	287	22	175
39.	283	11	157	266	9	164	319	16	177
40.	435	148	175	392	137	169	502	116	185
41.	513	155	184	476	148	176	564	112	173
42.	382	133	174	337	112	165	459	97	165
43.	473	44	184	407	23	179	573	70	176
44.	251	24	181	168	15	179	390	40	174
45.	674	75	188	628	54	178	729	90	167
46.	237	42	159	186	16	161	351	66	180
47.	160	55	165	91	24	166	308	89	167
48.	278	45	188	236	19	177	375	42	184
49.	429	98	162	436	94	164	413	119	180
50.	972	25	60	985	14	58	942	79	128

HIGH POINT
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
1.	406	76	129	363	52	131	592	145	183
2.	607	84	163	547	65	165	909	141	192
3.	155	61	136	157	59	135	148	87	143
4.	762	77	171	704	60	176	1057	149	192
5.	786	94	136	845	56	101	609	48	151
6.	463	136	142	401	134	152	763	157	167
7.	164	124	128	188	122	135	52	113	120
8.	104740	157	248	112240	143	246	66536	159	247
9.	30091	149	248	33560	120	245	15872	173	244
10.	32686	174	248	33852	177	248	27818	180	245
11.	106	59	109	79	45	88	241	70	163
12.	13659	40	242	12675	25	239	15356	40	234
13.	1453	145	232	1012	126	220	3701	70	231
14.	30	13	74	20	9	65	82	18	148
15.	102	13	155	88	31	152	129	11	175
16.	74	136	156	67	123	160	86	155	174
17.	469	107	175	466	106	171	474	136	183
18.	253	49	120	239	57	120	323	55	152
19.	88	61	126	96	57	127	46	65	107
20.	41	43	79	43	50	88	32	76	102
21.	17	107	108	18	115	116	12	88	98
22.	58	109	133	61	112	141	44	112	142
23.	22	170	173	25	158	165	0	141	141
24.	58	102	139	68	104	151	0	130	130
25.	90	157	189	98	153	190	0	152	152

HIGH POINT
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	154	92	161	167	101	186	0	172	172
27.	433	147	151	421	144	148	466	172	195
28.	659	174	177	637	161	166	773	169	180
29.	83	100	124	92	97	123	34	72	98
30.	666	164	166	640	171	174	802	162	168
31.	97	117	135	111	116	143	23	81	93
32.	654	168	172	635	177	182	749	160	181
33.	70	78	103	75	78	107	43	59	92
34.	210	105	121	218	106	124	177	118	157
35.	228	119	133	232	125	137	206	109	169
36.	196	85	117	206	76	110	153	123	154
37.	469	138	163	455	128	158	523	131	180
38.	427	144	172	426	135	160	429	85	175
39.	505	131	157	478	116	164	600	158	177
40.	610	172	175	618	166	169	571	154	185
41.	670	180	184	678	173	176	638	146	173
42.	568	172	174	574	163	165	533	137	165
43.	357	12	184	380	19	179	292	6	176
44.	231	18	181	245	32	179	174	11	174
45.	462	6	188	500	11	178	374	4	167
46.	165	7	159	132	4	161	268	29	180
47.	119	30	165	56	15	166	346	105	167
48.	189	4	188	176	3	177	233	6	184
49.	365	131	162	398	120	164	280	164	180
50.	951	45	60	963	36	58	920	96	128

RALEIGH
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
1.	331	20	129	319	19	131	381	23	183
2.	513	28	163	493	28	165	609	25	192
3.	106	23	136	99	20	135	137	79	143
4.	619	14	171	592	15	176	746	28	192
5.	808	77	136	883	23	101	535	102	151
6.	238	3	142	158	3	152	620	70	167
7.	342	11	128	384	7	135	139	41	120
8.	118257	73	248	129039	35	246	64826	165	247
9.	34175	57	248	38227	24	245	16660	156	244
10.	29992	202	248	32594	192	248	18987	209	245
11.	91	46	109	49	15	88	301	111	163
12.	15348	115	242	14513	118	239	16140	58	234
13.	1405	137	232	717	37	220	4868	147	231
14.	39	22	74	17	6	65	149	63	148
15.	169	65	155	94	35	152	217	48	175
16.	125	98	156	70	120	160	162	116	174
17.	597	25	175	616	24	171	507	114	183
18.	204	94	120	187	99	120	273	95	152
19.	153	21	126	167	19	127	97	27	107
20.	65	25	79	76	29	88	19	87	102
21.	56	68	108	65	69	116	18	82	98
22.	121	57	133	141	52	141	37	118	142
23.	314	31	173	329	29	165	212	42	141
24.	170	36	139	157	43	151	362	14	130
25.	460	22	189	493	18	190	284	40	152

RALEIGH
URBANIZED AREA

Table	TOTAL Value	TOTAL Rank	TOTAL No. Levels	WHITE Value	WHITE Rank	WHITE No. Levels	BLACK Value	BLACK Rank	BLACK No. Levels
26.	197	66	161	199	83	186	186	67	172
27.	219	54	151	192	36	148	330	94	195
28.	389	57	177	326	34	166	678	111	180
29.	218	13	124	246	10	123	82	29	98
30.	380	50	166	315	24	174	692	101	168
31.	282	15	135	326	12	143	69	37	93
32.	397	61	172	336	40	182	667	106	181
33.	160	13	103	174	11	107	9[illegible]	18	92
34.	286	37	121	295	38	124	252	62	157
35.	290	73	133	296	75	137	266	67	169
36.	283	14	117	294	7	110	240	61	154
37.	274	19	163	239	14	158	397	50	180
38.	229	24	172	171	14	160	457	104	175
39.	326	22	157	323	19	164	337	20	177
40.	371	103	175	305	72	169	515	126	185
41.	541	169	184	490	152	176	619	136	173
42.	231	34	174	185	20	165	375	52	165
43.	633	153	184	575	120	179	703	138	176
44.	648	177	181	547	165	179	762	163	174
45.	605	38	188	622	49	178	571	28	167
46.	246	48	159	200	26	161	392	93	180
47.	257	129	165	194	94	166	388	122	167
48.	241	19	188	202	6	177	395	53	184
49.	491	53	162	525	31	164	369	138	180
50.	972	25	60	980	19	58	943	78	128

WILMINGTON
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
1.	383	55	129	349	40	131	474	64	18[illegible]
2.	584	68	163	518	43	165	777	71	192
3.	162	67	136	162	63	135	164	100	143
4.	746	62	171	680	44	176	941	80	192
5.	701	132	136	806	86	101	494	125	151
6.	381	97	142	274	49	152	716	136	167
7.	230	70	128	276	50	135	88	84	120
8.	92575	223	248	105794	186	246	50417	238	247
9.	26929	215	248	32482	141	245	12596	229	244
10.	32981	169	248	37724	133	248	22199	171	245
11.	170	95	109	89	55	88	427	153	163
12.	15167	105	242	13418	48	239	16356	71	234
13.	2583	206	232	1200	160	220	6996	212	231
14.	48	31	74	22	11	65	132	52	148
15.	159	56	155	111	48	152	187	33	175
16.	115	105	156	79	114	160	132	130	174
17.	527	70	175	550	57	171	464	140	183
18.	289	19	120	262	35	120	360	31	152
19.	82	64	126	106	49	127	20	88	107
20.	65	25	79	84	25	88	16	90	102
21.	39	85	108	43	91	116	29	71	98
22.	104	68	133	127	59	141	45	111	142
23.	41	158	173	44	146	165	0	141	141
24.	158	128	139	31	135	151	8	127	130
25.	151	119	189	170	109	190	0	152	152

WILMINGTON
URBANIZED AREA

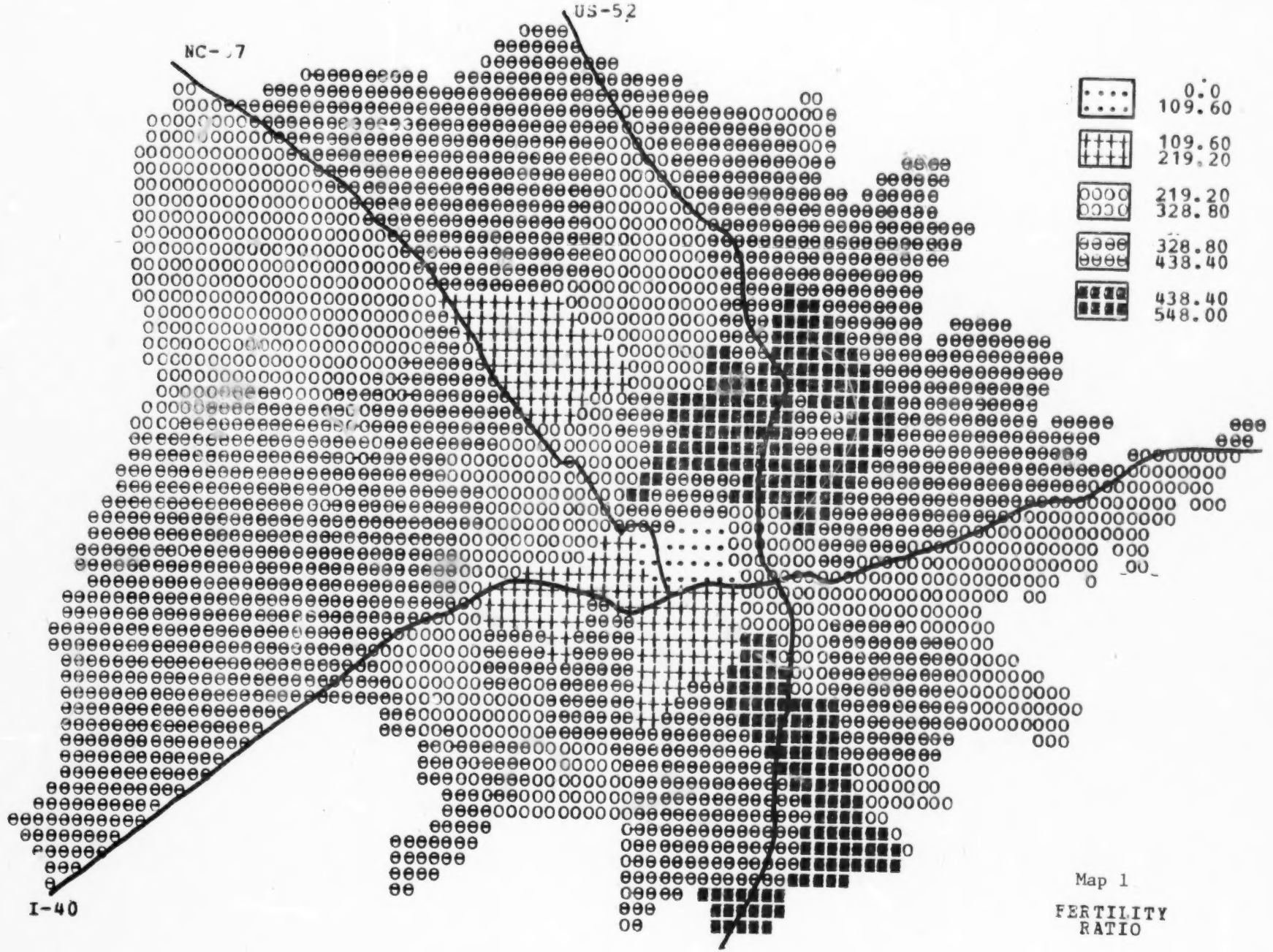
Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	131	107	161	142	121	186	44	154	172
27.	332	131	151	266	97	148	524	184	195
28.	514	140	177	439	96	166	739	153	180
29.	97	86	124	113	81	123	49	57	98
30.	523	136	166	448	107	174	769	154	168
31.	114	104	135	138	91	143	34	70	93
32	508	131	172	431	102	182	718	144	181
33.	83	66	103	92	62	107	59	43	92
34.	196	112	121	223	101	124	125	147	157
35.	224	121	133	256	110	137	135	155	169
36.	172	107	117	193	88	110	118	142	154
37.	457	130	163	453	126	158	463	82	180
38.	408	136	172	392	125	160	439	92	175
39.	503	129	157	510	134	164	486	85	177
40.	476	161	175	399	138	169	631	173	185
41.	506	152	184	414	114	176	672	155	173
42.	453	161	174	388	140	165	596	159	165
43.	568	110	184	497	70	179	670	122	176
44.	402	107	181	304	57	179	542	103	174
45.	710	99	188	645	62	178	798	130	167
46.	284	77	159	248	63	161	415	106	180
47.	157	52	165	98	27	166	368	112	167
48.	372	107	188	352	97	177	448	81	184
49.	363	132	162	363	136	164	361	142	180
50.	957	39	60	946	49	58	975	48	128

WINSTON-SALEM
URBANIZED AREA

Table	TOTAL Value	TOTAL Rank	TOTAL No. Levels	WHITE Value	WHITE Rank	WHITE No. Levels	BLACK Value	BLACK Rank	BLACK No. Levels
1.	351	31	129	314	17	131	433	39	183
2.	573	60	163	505	36	165	745	56	192
3.	144	51	136	141	45	135	152	90	143
4.	717	46	171	646	29	176	897	62	192
5.	734	120	136	875	31	101	497	124	151
6.	384	100	142	268	45	152	682	112	167
7.	254	48	128	308	27	135	116	59	120
8.	109838	129	248	127014	44	246	66951	158	247
9.	31676	116	248	38332	23	245	17387	140	244
10.	33747	159	248	39425	117	248	22246	169	245
11.	130	72	109	64	30	88	296	108	163
12.	15975	159	242	12787	28	239	17697	127	234
13.	2084	191	232	825	76	220	5239	163	231
14.	61	44	74	21	10	65	161	74	148
15.	210	96	155	102	42	152	261	72	175
16.	146	84	156	89	106	160	167	112	174
17.	485	95	175	498	90	171	453	144	183
18.	251	51	120	222	72	120	317	61	152
19.	70	76	126	88	61	127	29	79	107
20.	49	36	79	62	35	88	20	86	102
21.	35	89	108	46	88	116	10	90	98
22.	84	83	133	108	73	141	30	124	142
23.	217	53	173	184	62	165	449	21	141
24.	165	39	139	166	38	151	161	30	130
25.	264	63	189	255	64	190	299	36	152

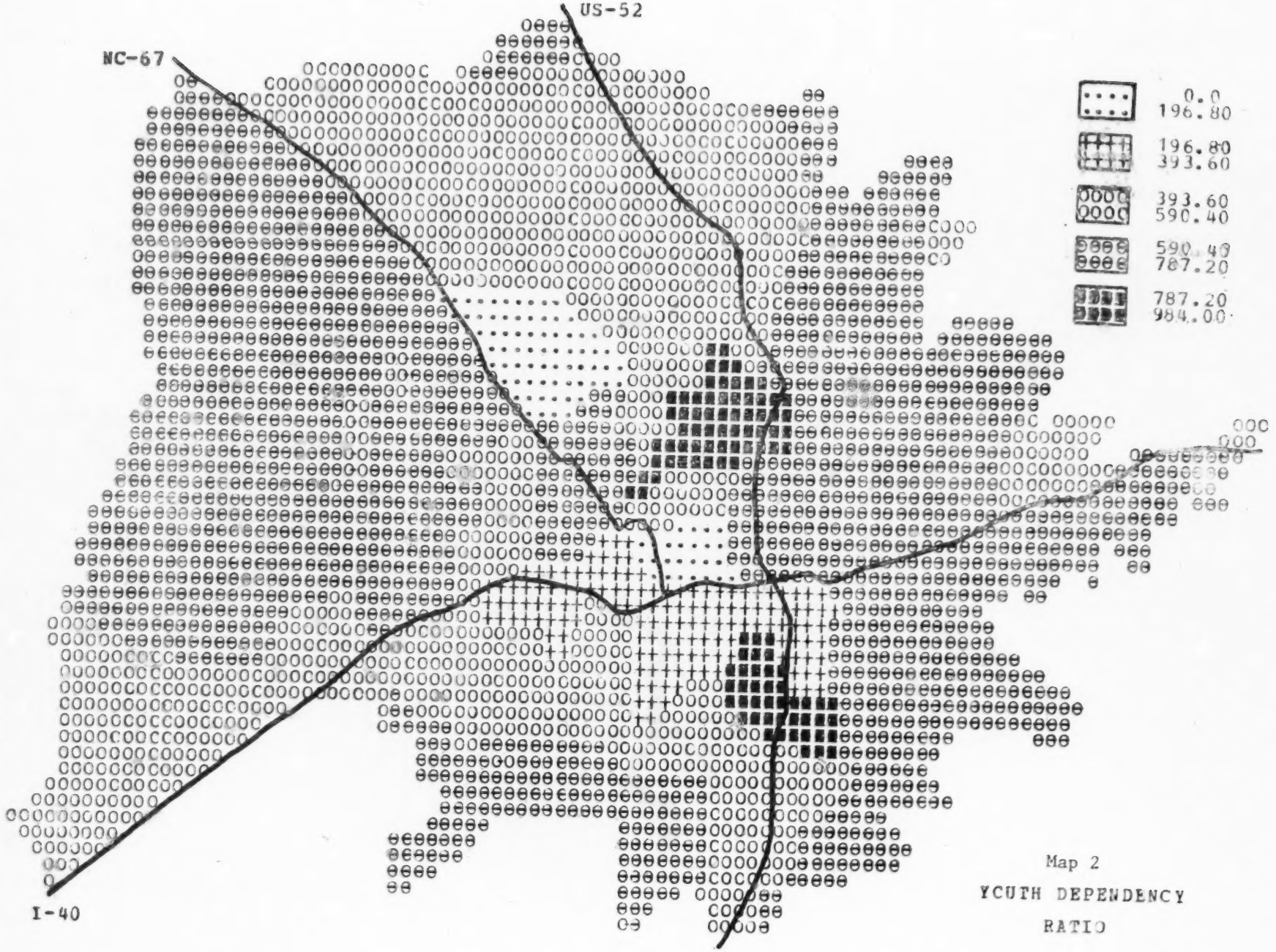
WINSTON-SALEM
URBANIZED AREA

Table	TOTAL			WHITE			BLACK		
	Value	Rank	No. Levels	Value	Rank	No. Levels	Value	Rank	No. Levels
26.	243	44	161	286	34	186	110	108	172
27.	250	78	151	238	75	148	279	68	195
28.	528	152	177	469	119	166	676	109	180
29.	146	44	124	176	32	123	70	39	98
30.	520	134	166	457	115	174	690	99	168
31.	180	48	135	224	31	143	60	45	93
32.	534	149	172	480	138	182	665	103	181
33.	118	34	103	135	27	107	78	26	92
34.	230	89	121	254	72	124	177	118	157
35.	254	104	133	286	85	137	180	130	169
36.	211	72	117	228	59	110	174	110	154
37.	323	30	163	291	26	158	382	45	180
38.	271	40	172	213	20	160	386	59	175
39.	371	34	157	364	32	164	378	38	177
40.	393	119	175	358	110	169	443	80	185
41.	490	145	184	436	128	176	554	104	173
42.	331	99	174	317	98	165	350	42	165
43.	592	127	184	537	93	179	657	113	176
44.	467	138	181	305	58	179	607	130	174
45.	713	102	188	710	99	178	723	86	167
46.	286	79	159	229	49	161	382	87	180
47.	216	100	165	157	67	166	291	78	167
48.	321	72	188	260	36	177	435	74	184
49.	459	77	162	475	64	164	432	108	180
50.	973	24	60	980	19	58	964	57	128



Map 1

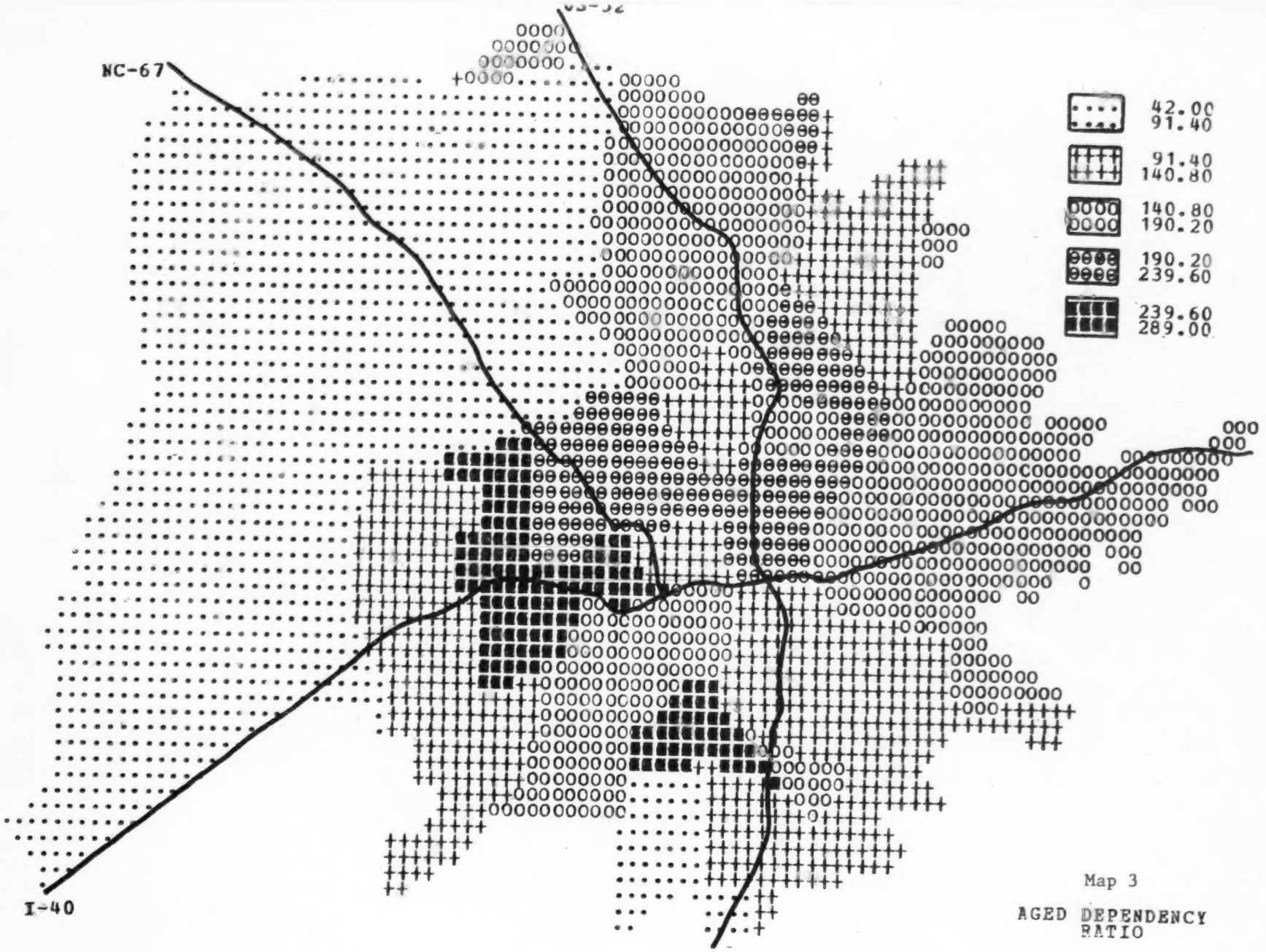
FERTILITY RATIO



Map 2

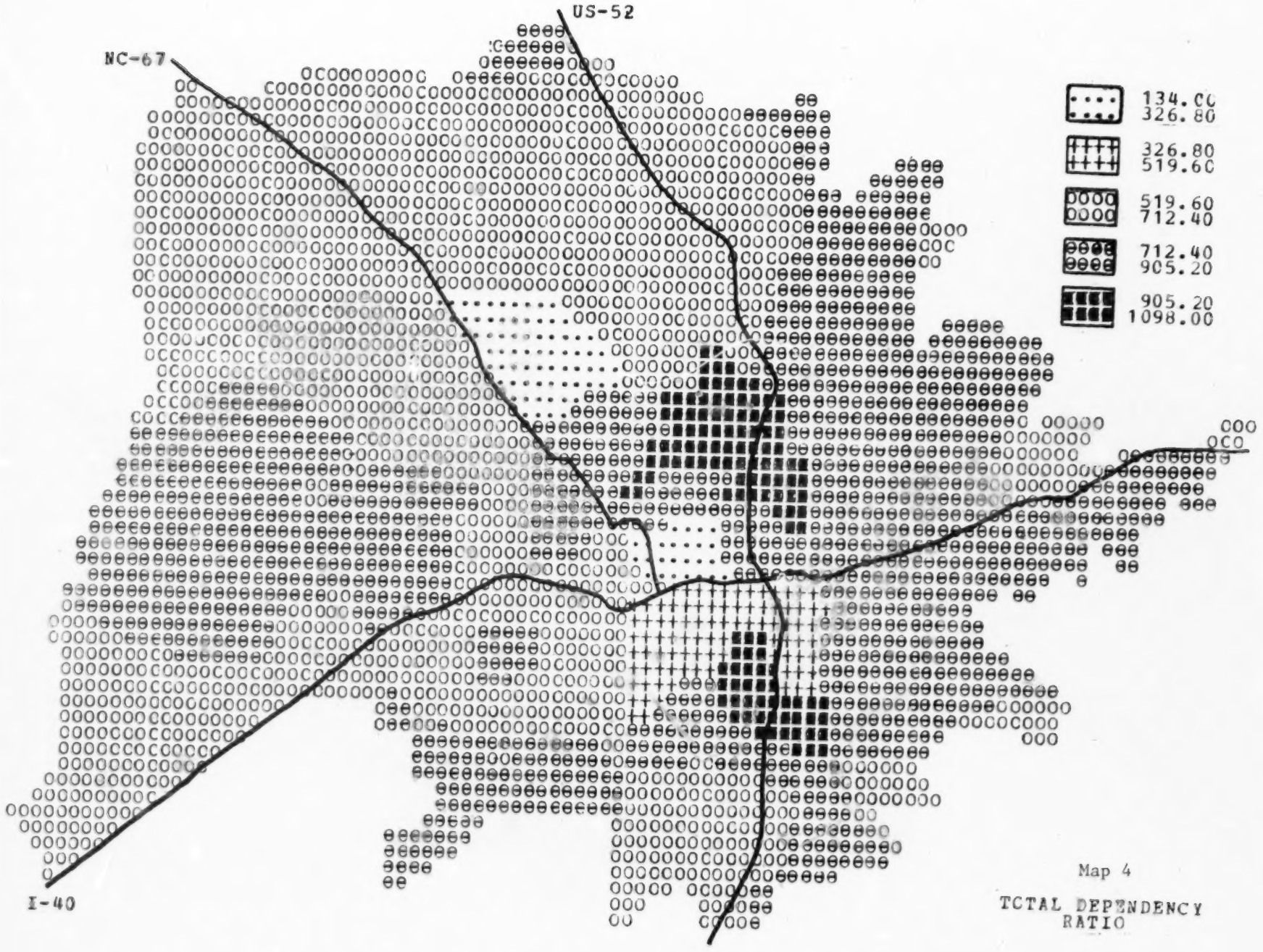
YCUTH DEPENDENCY

RATIO



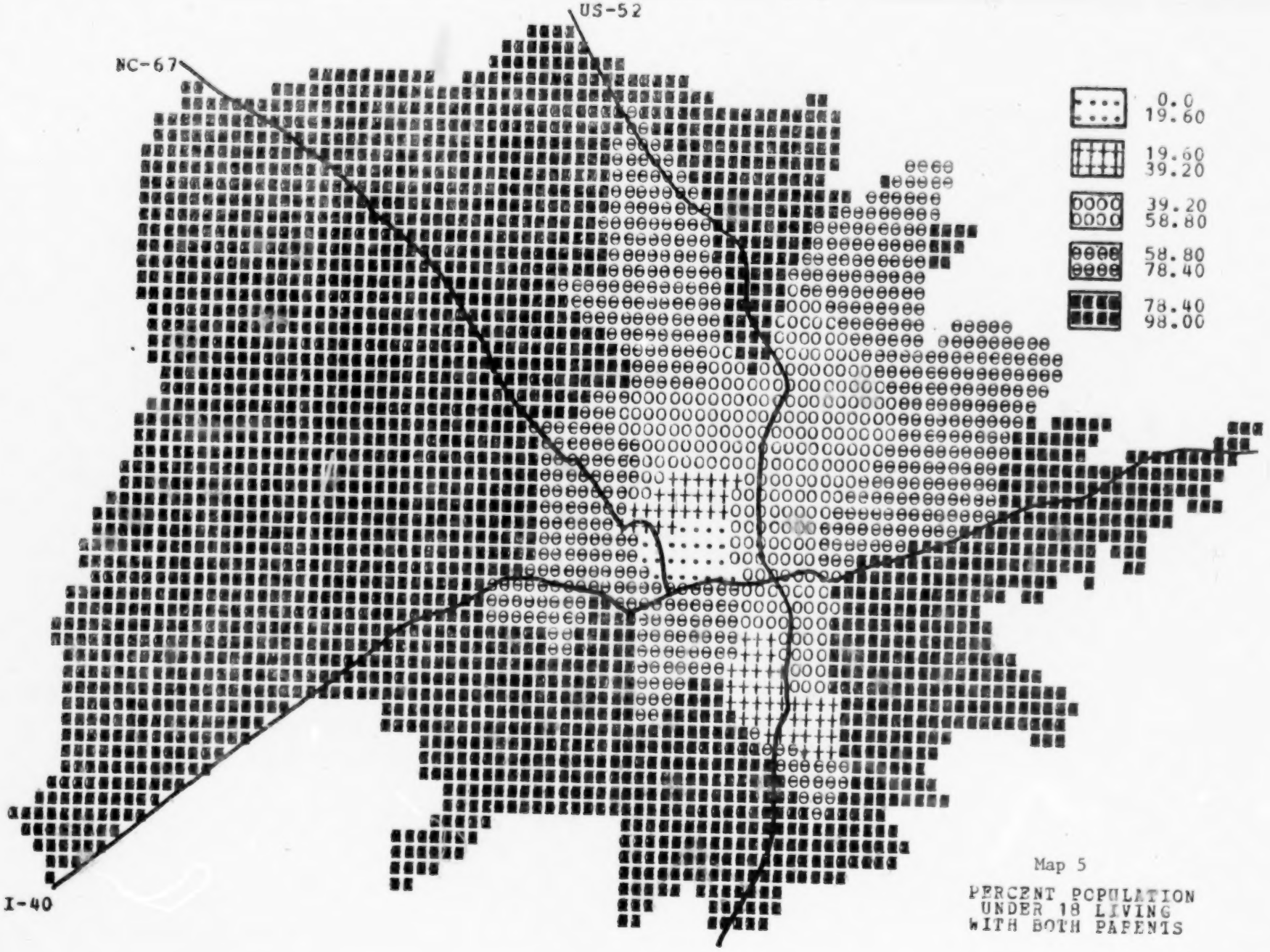
Map 3

AGED DEPENDENCY RATIO



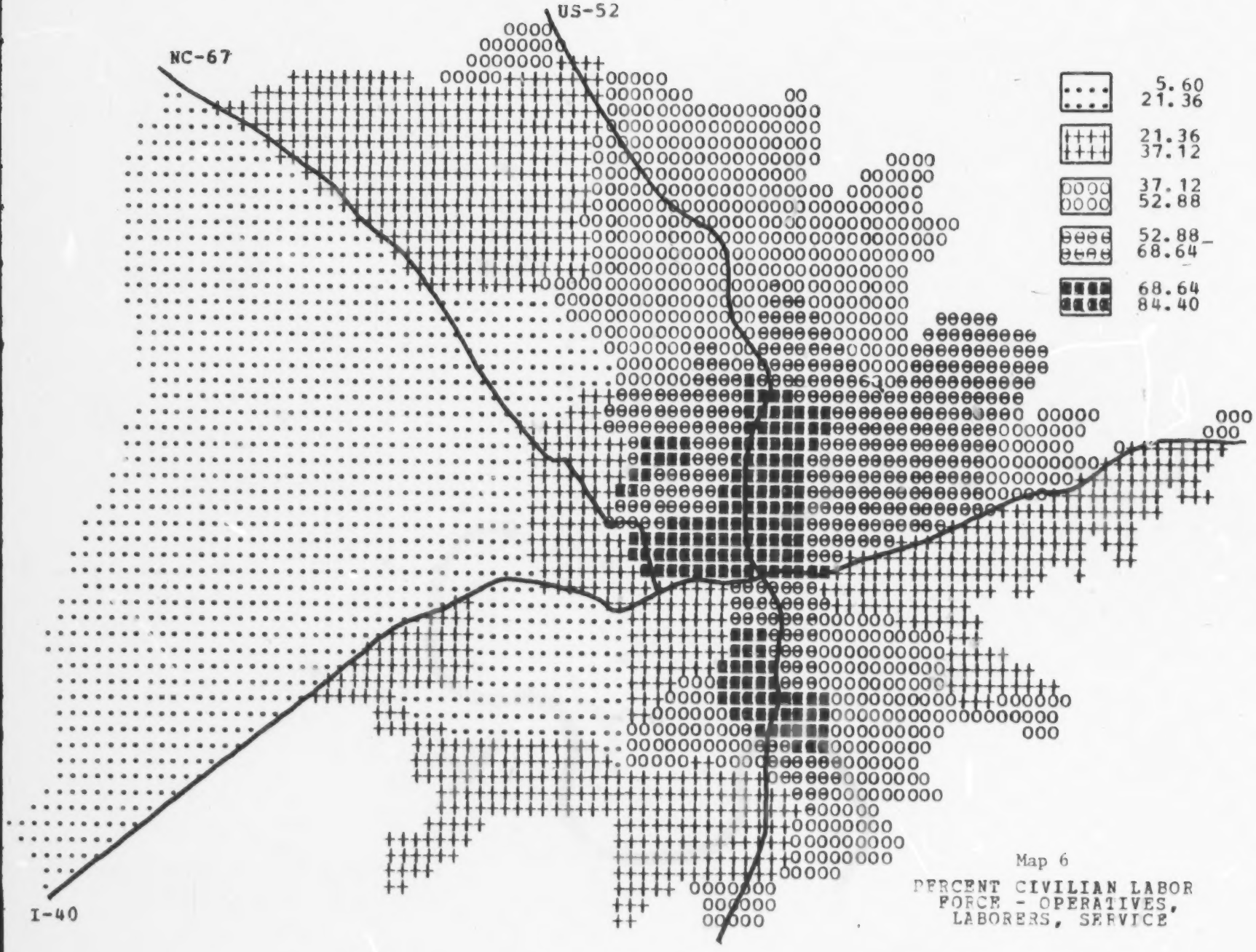
Map 4

TOTAL DEPENDENCY RATIO



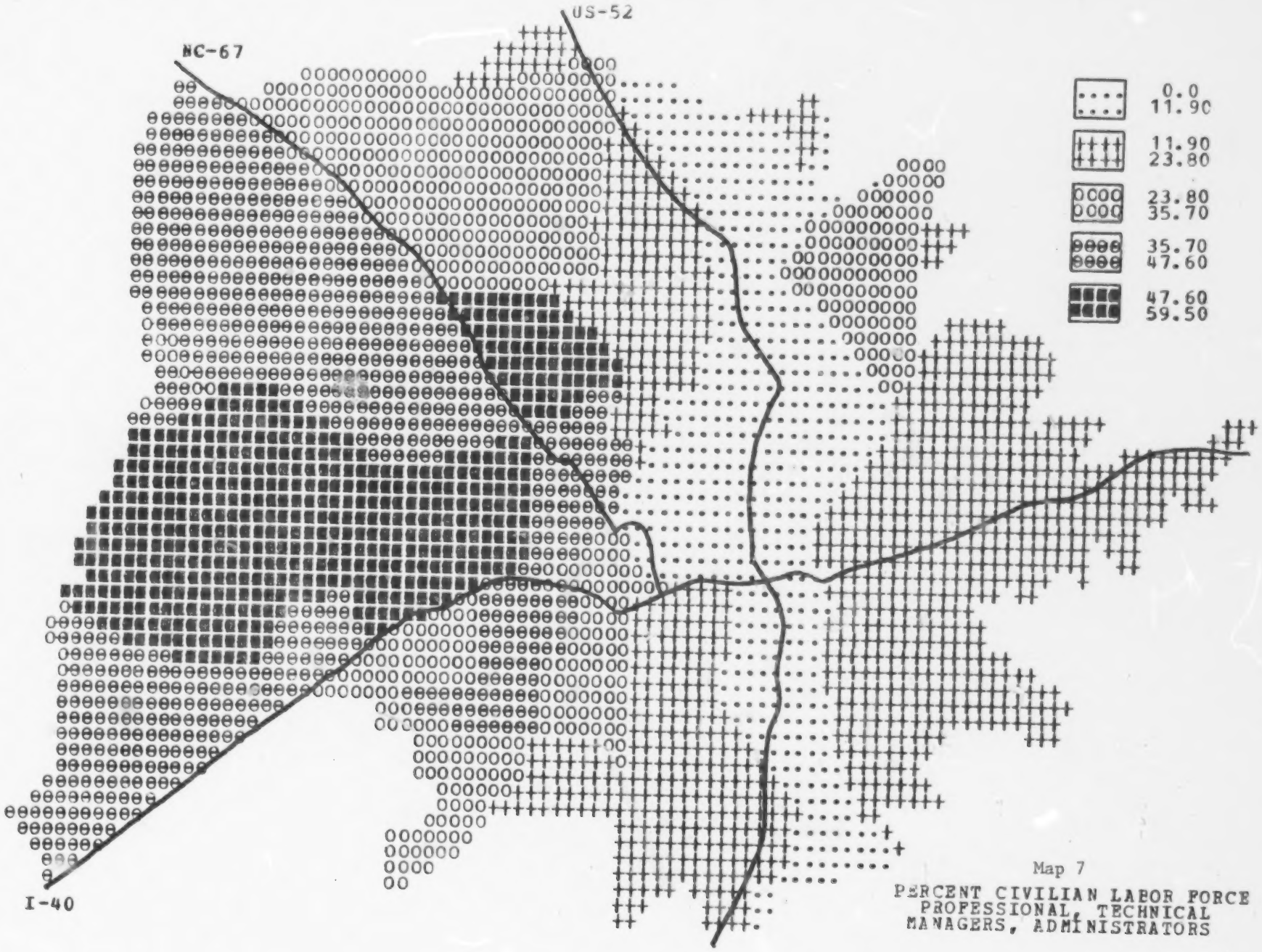
Map 5

PERCENT POPULATION UNDER 18 LIVING WITH BOTH PARENTS



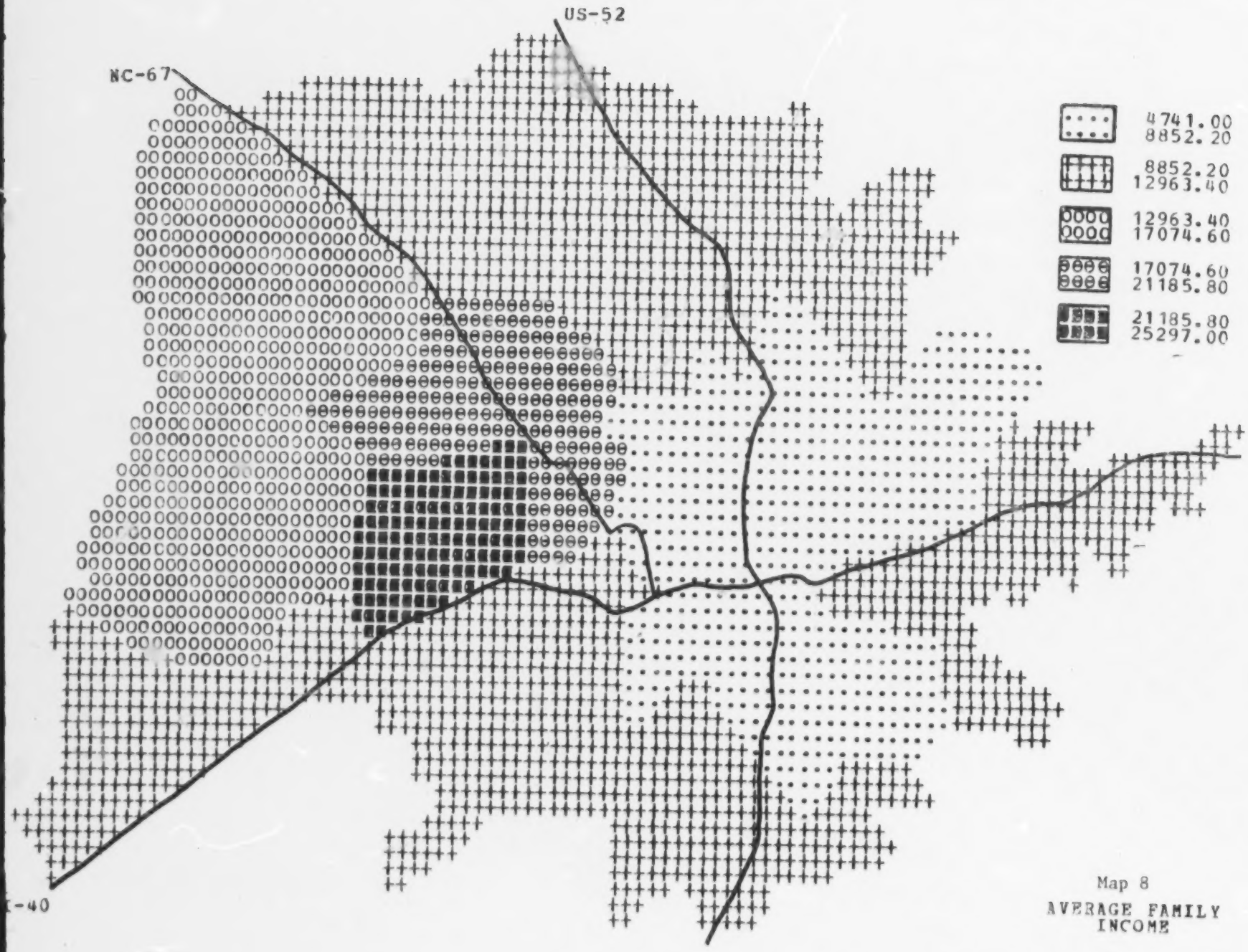
Map 6

PERCENT CIVILIAN LABOR FORCE - OPERATIVES, LABORERS, SERVICE



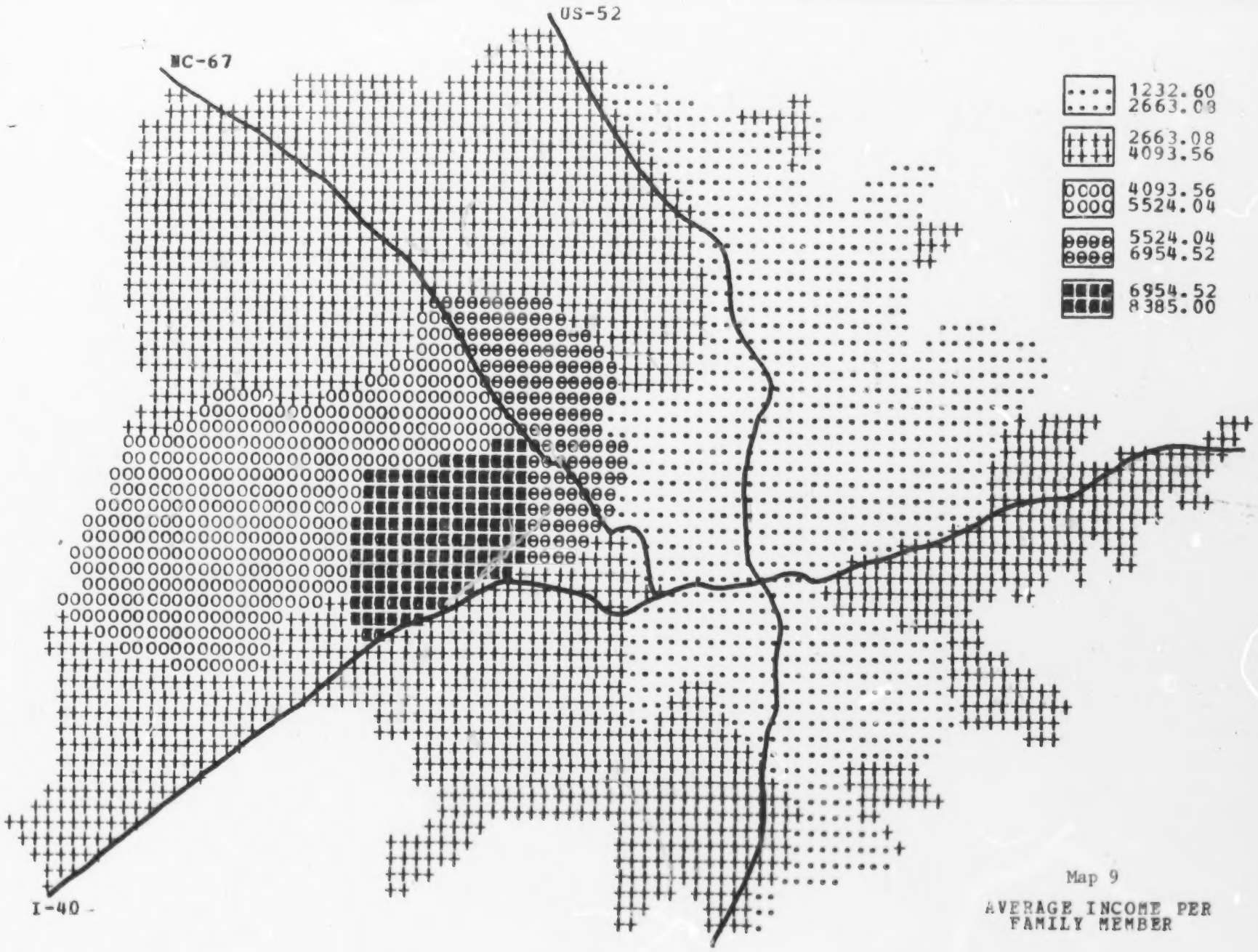
Map 7

PERCENT CIVILIAN LABOR FORCE
PROFESSIONAL, TECHNICAL
MANAGERS, ADMINISTRATORS



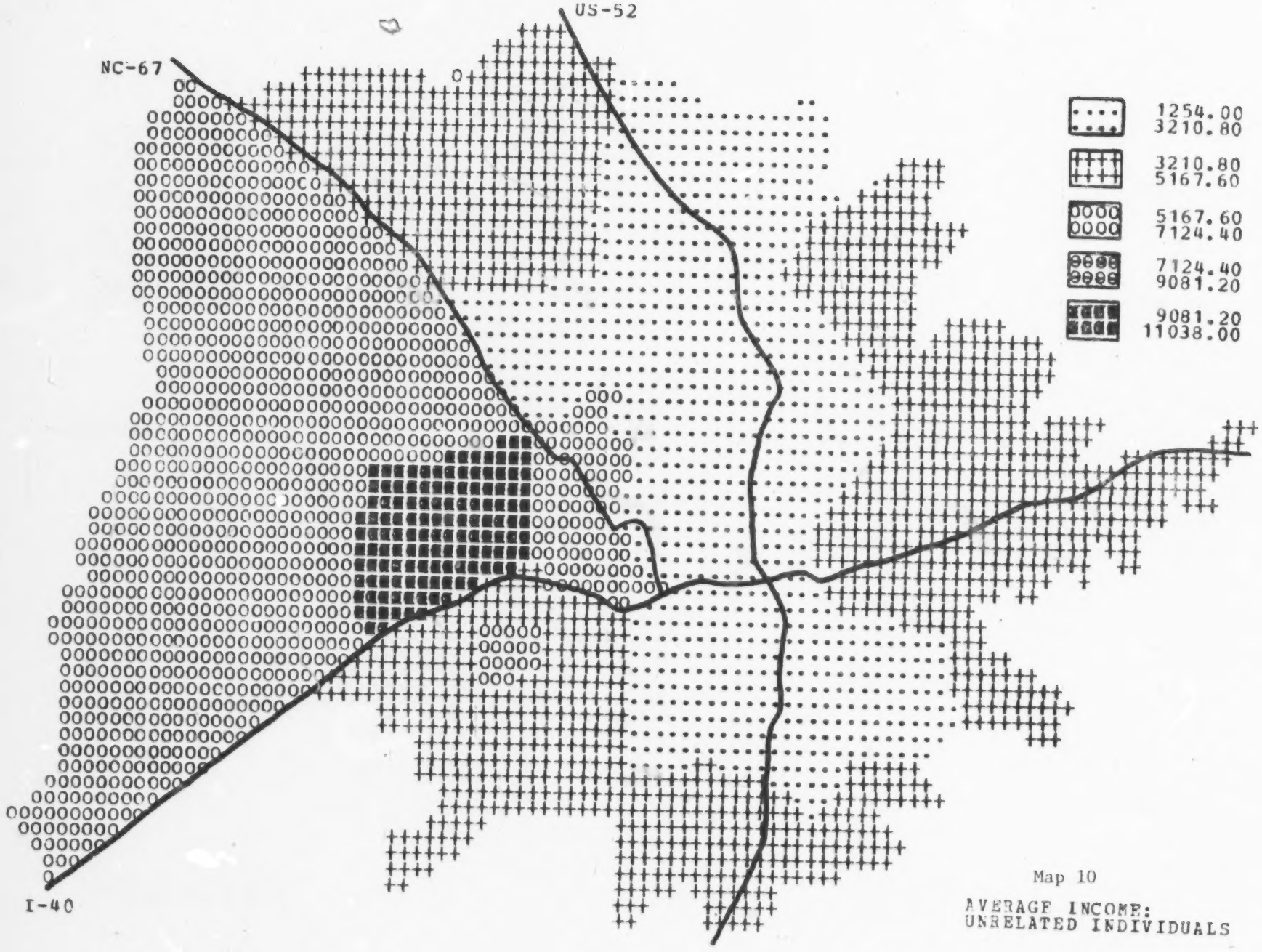
Map 8

AVERAGE FAMILY INCOME



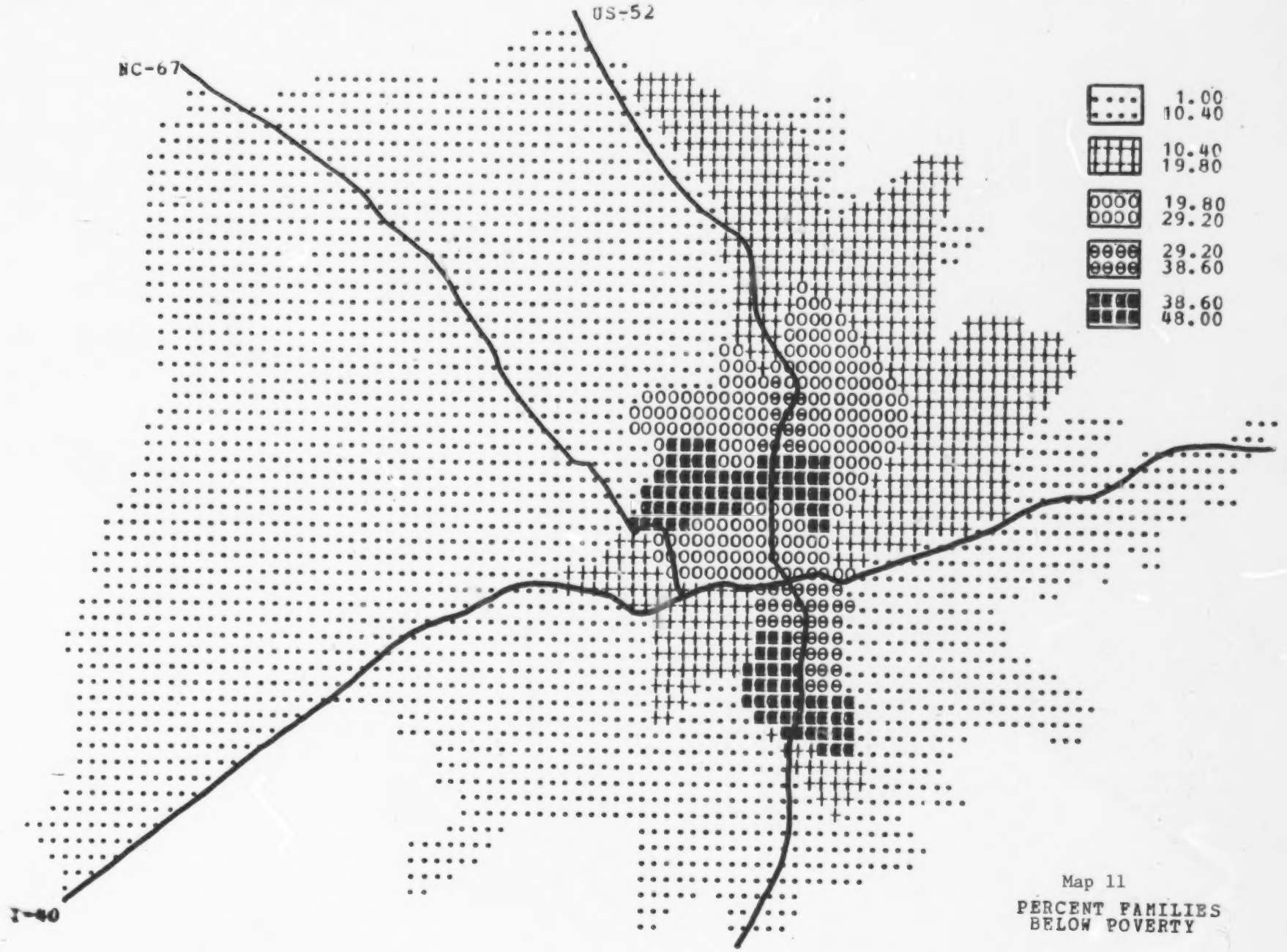
Map 9

AVERAGE INCOME PER FAMILY MEMBER



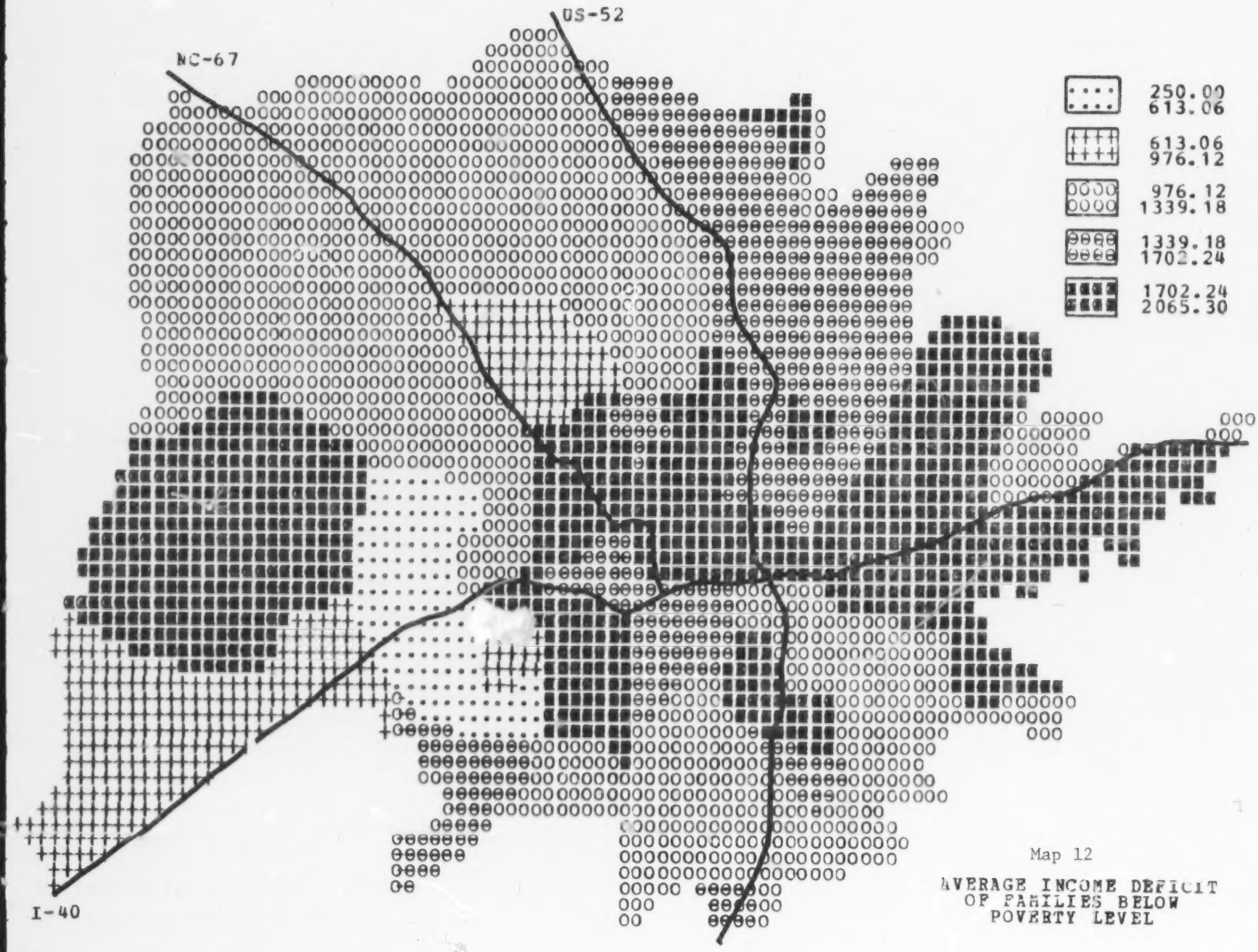
Map 10

AVERAGE INCOME:
UNRELATED INDIVIDUALS



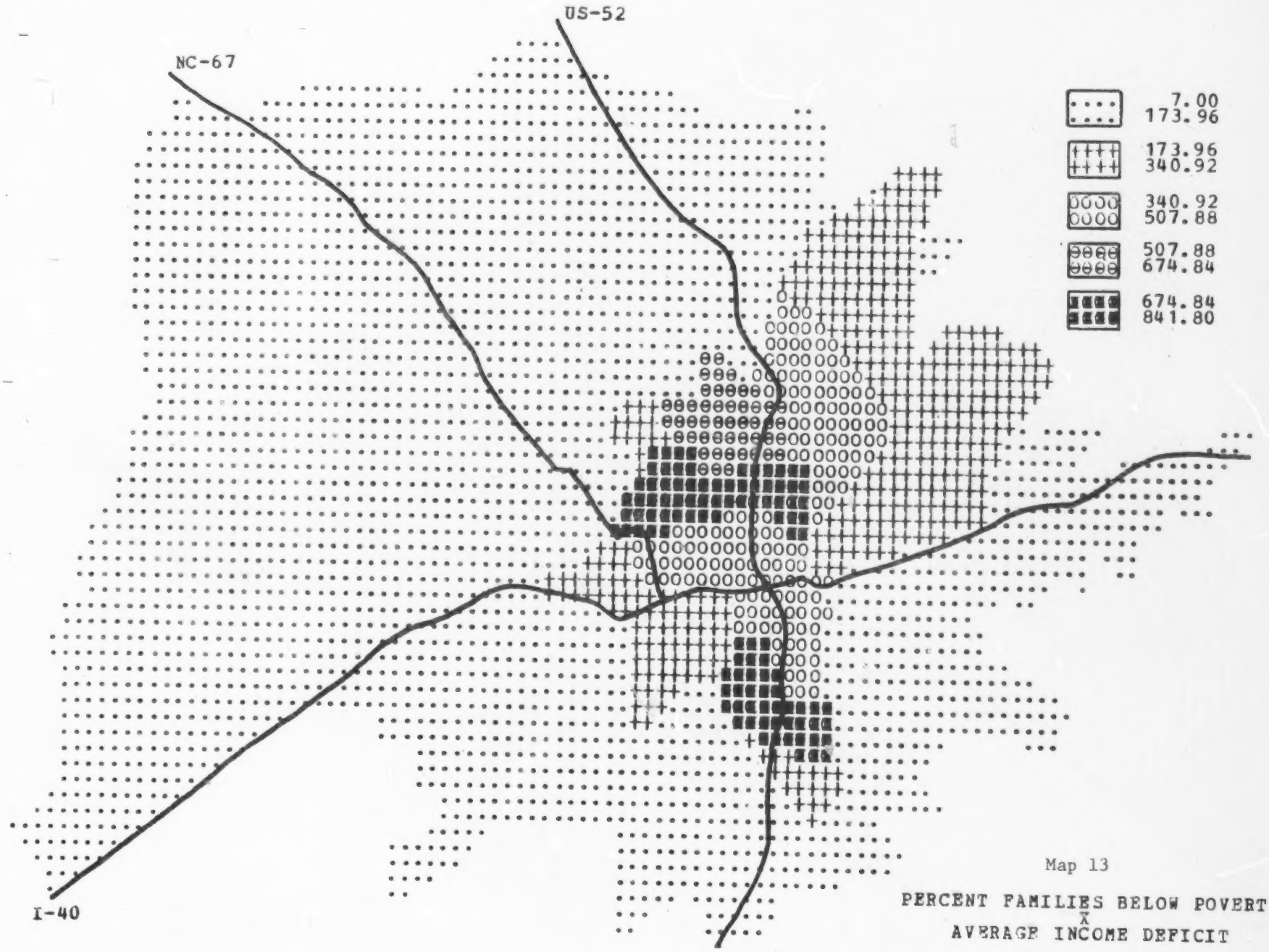
Map 11

PERCENT FAMILIES
BELOW POVERTY



Map 12

AVERAGE INCOME DEFICIT
OF FAMILIES BELOW
POVERTY LEVEL

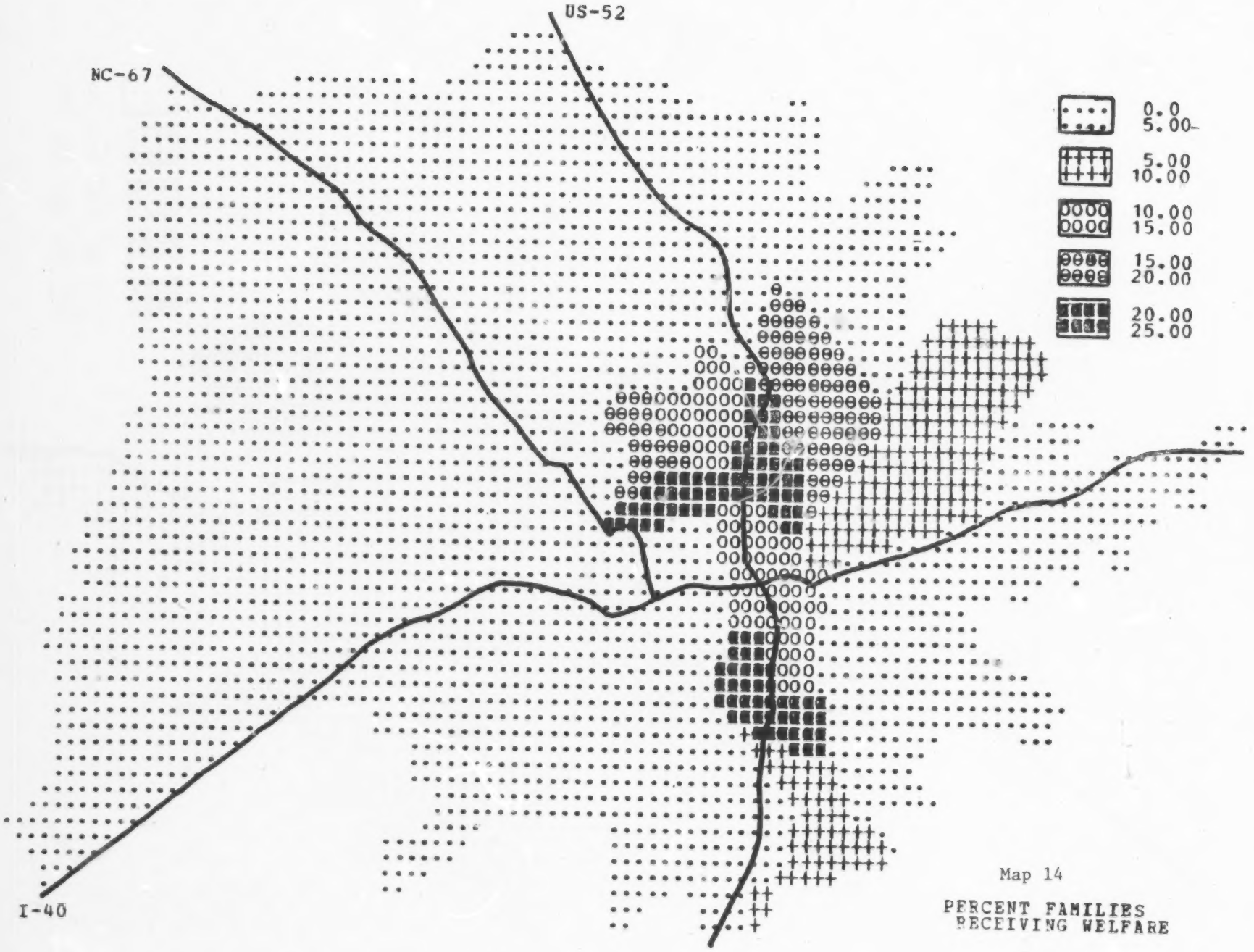


Map 13

PERCENT FAMILIES BELOW POVERTY

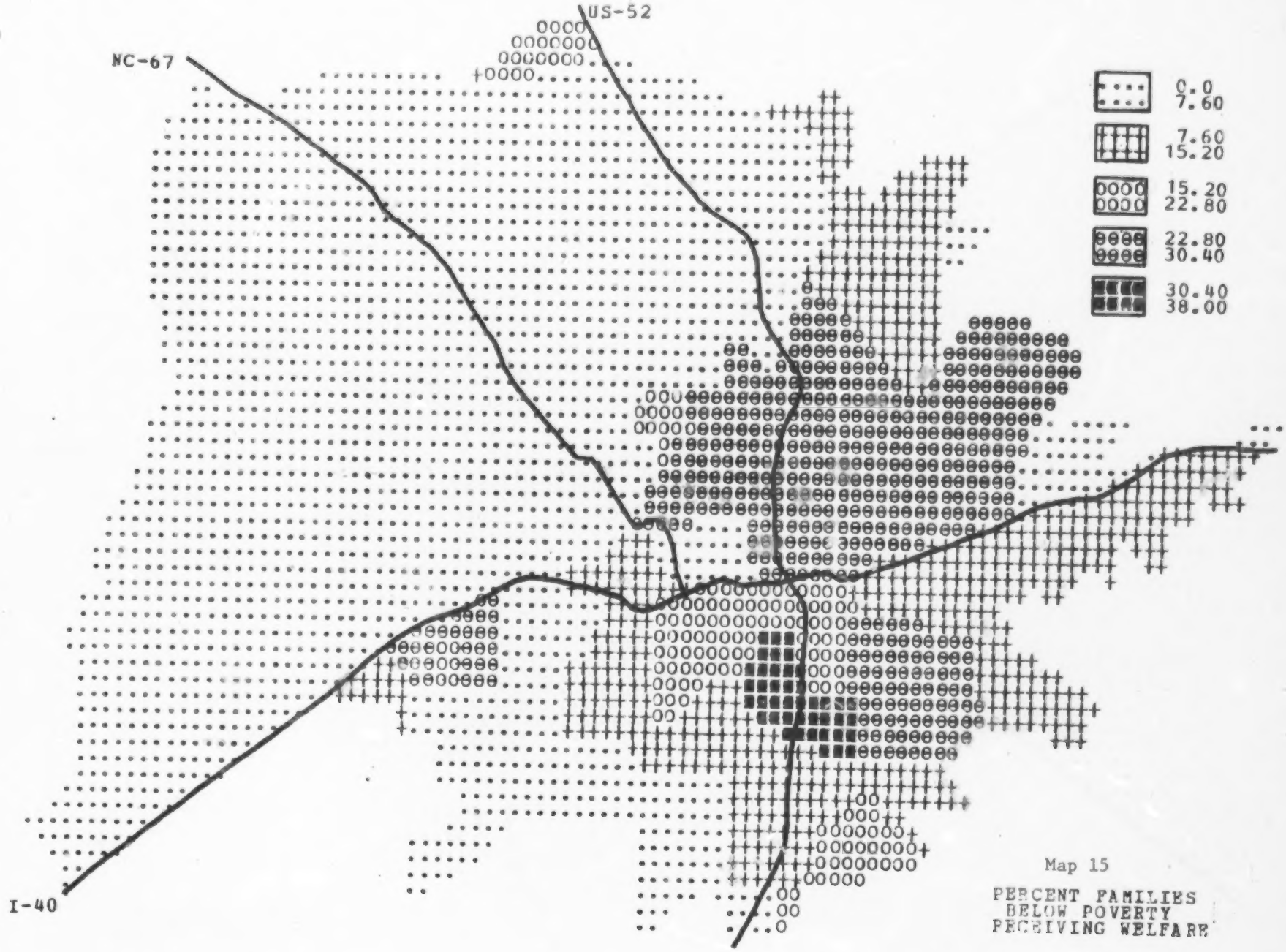
$\bar{X}$

AVERAGE INCOME DEFICIT



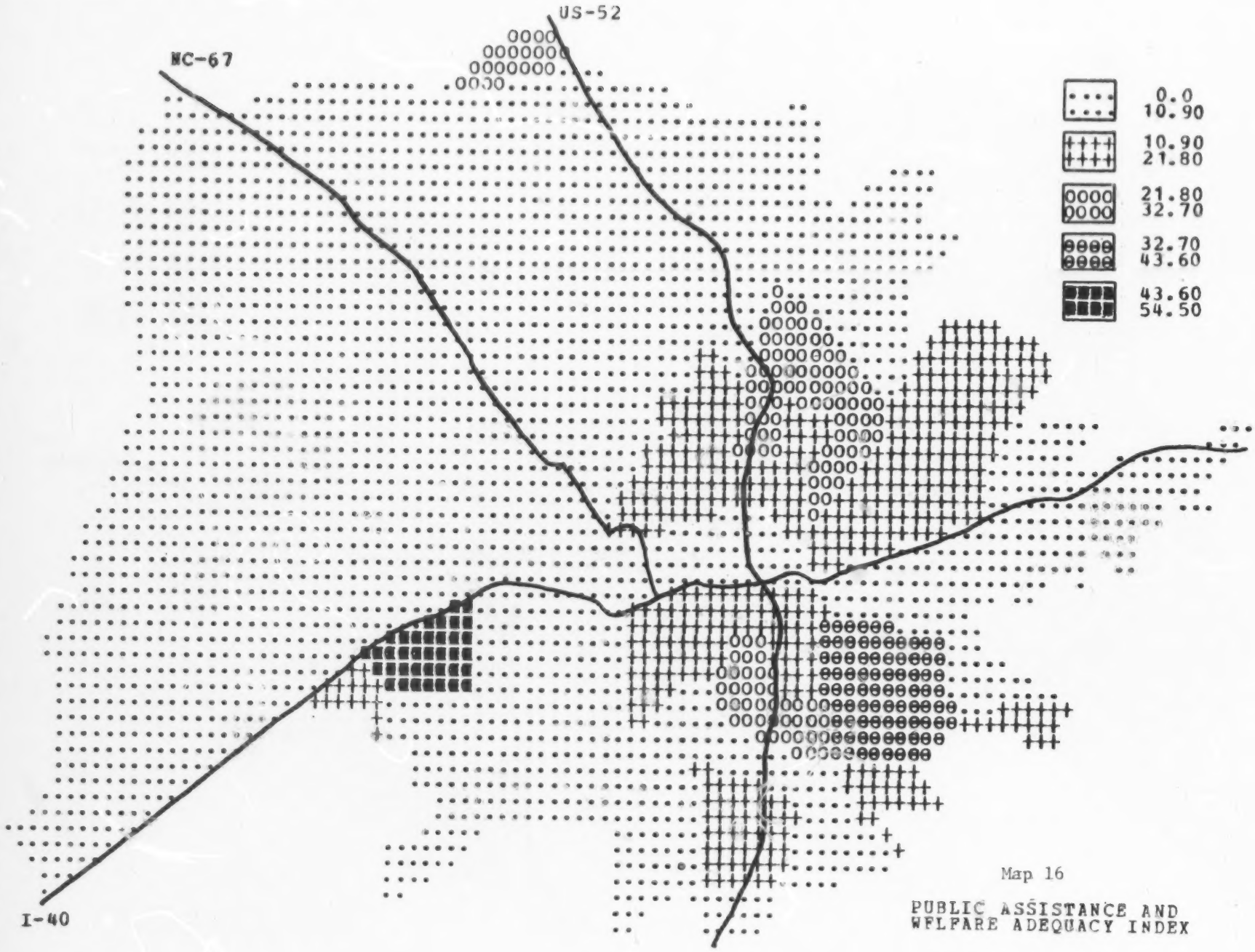
Map 14

PERCENT FAMILIES
RECEIVING WELFARE



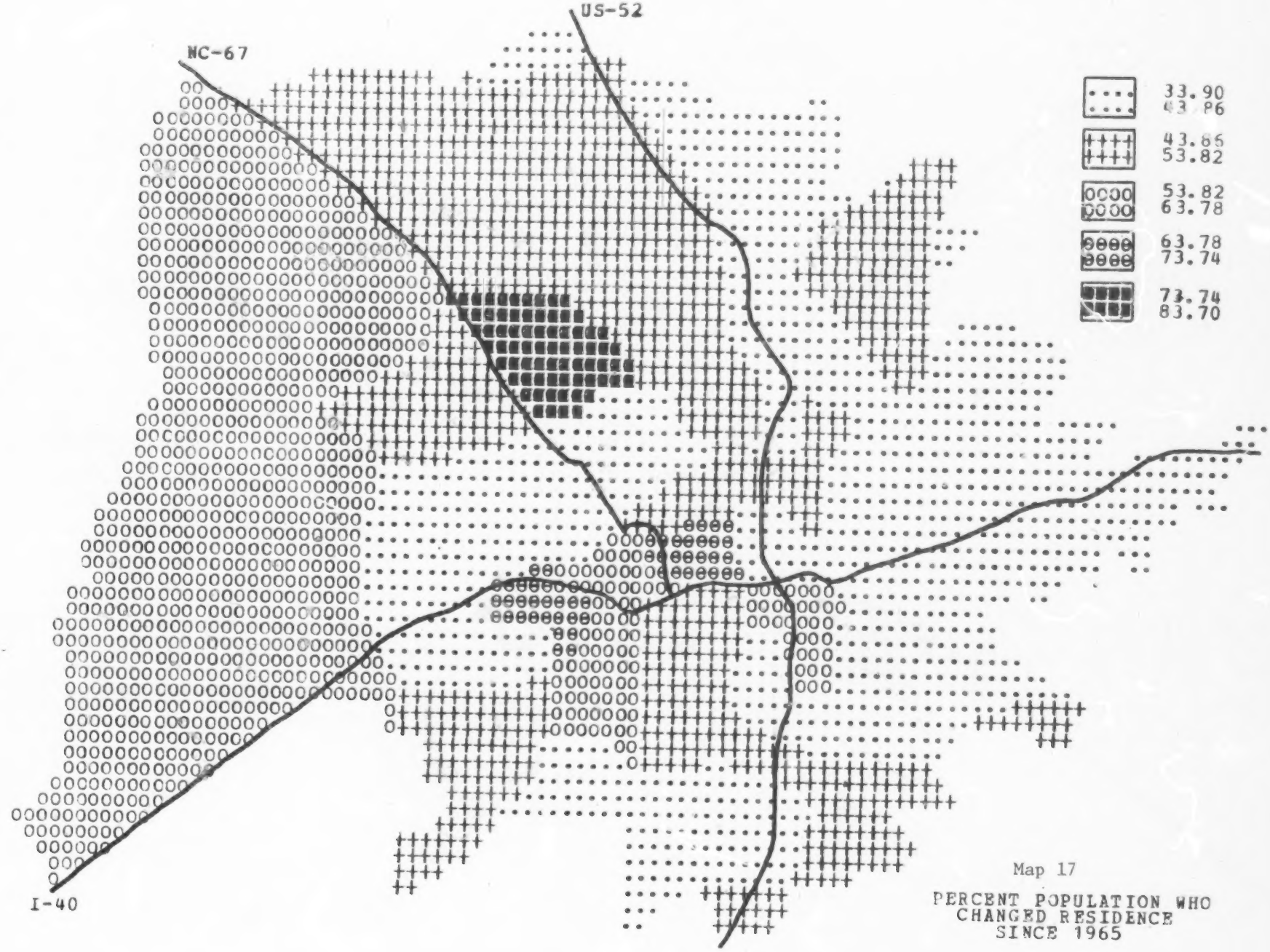
Map 15

PERCENT FAMILIES
BELOW POVERTY
RECEIVING WELFARE



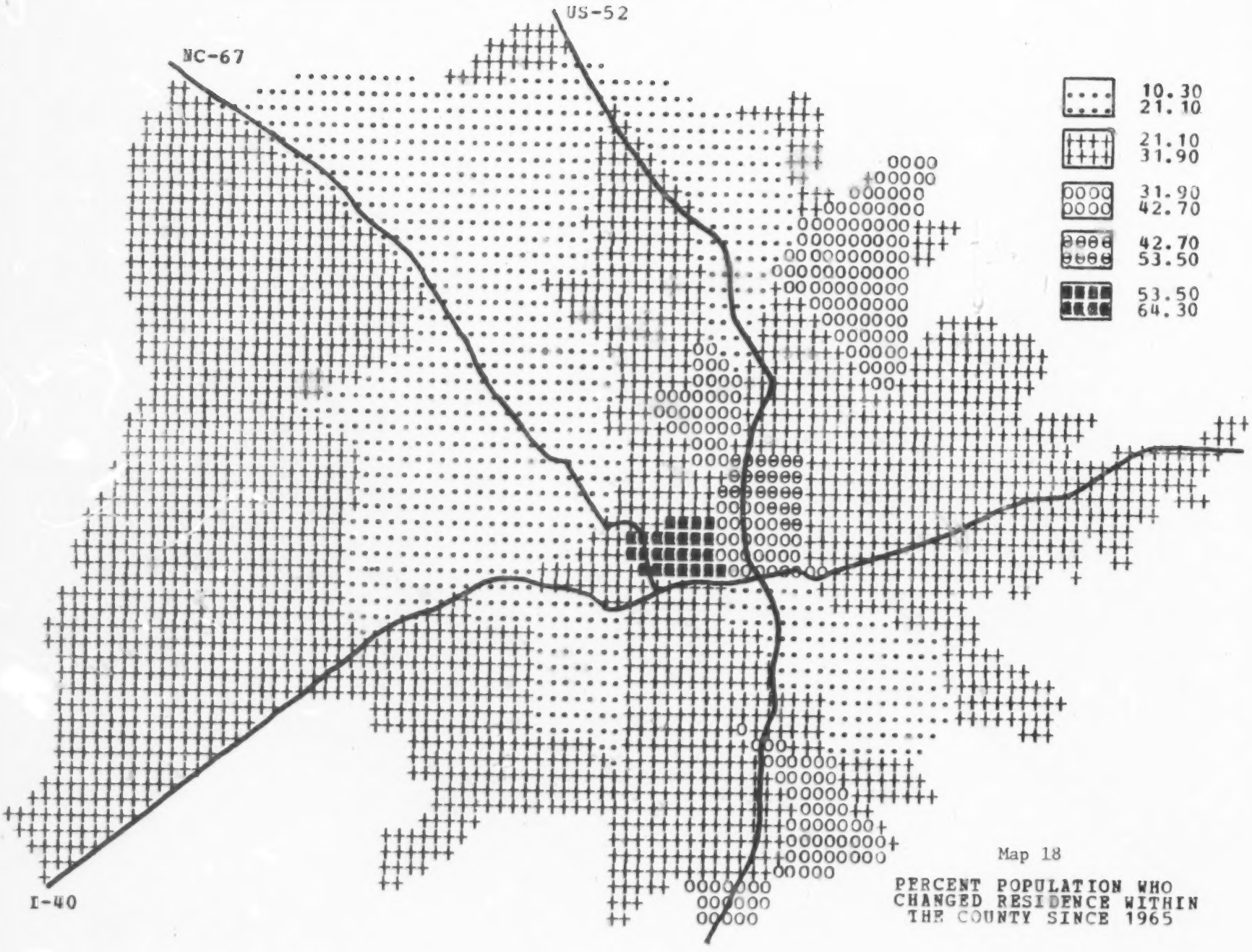
Map 16

PUBLIC ASSISTANCE AND
WELFARE ADEQUACY INDEX



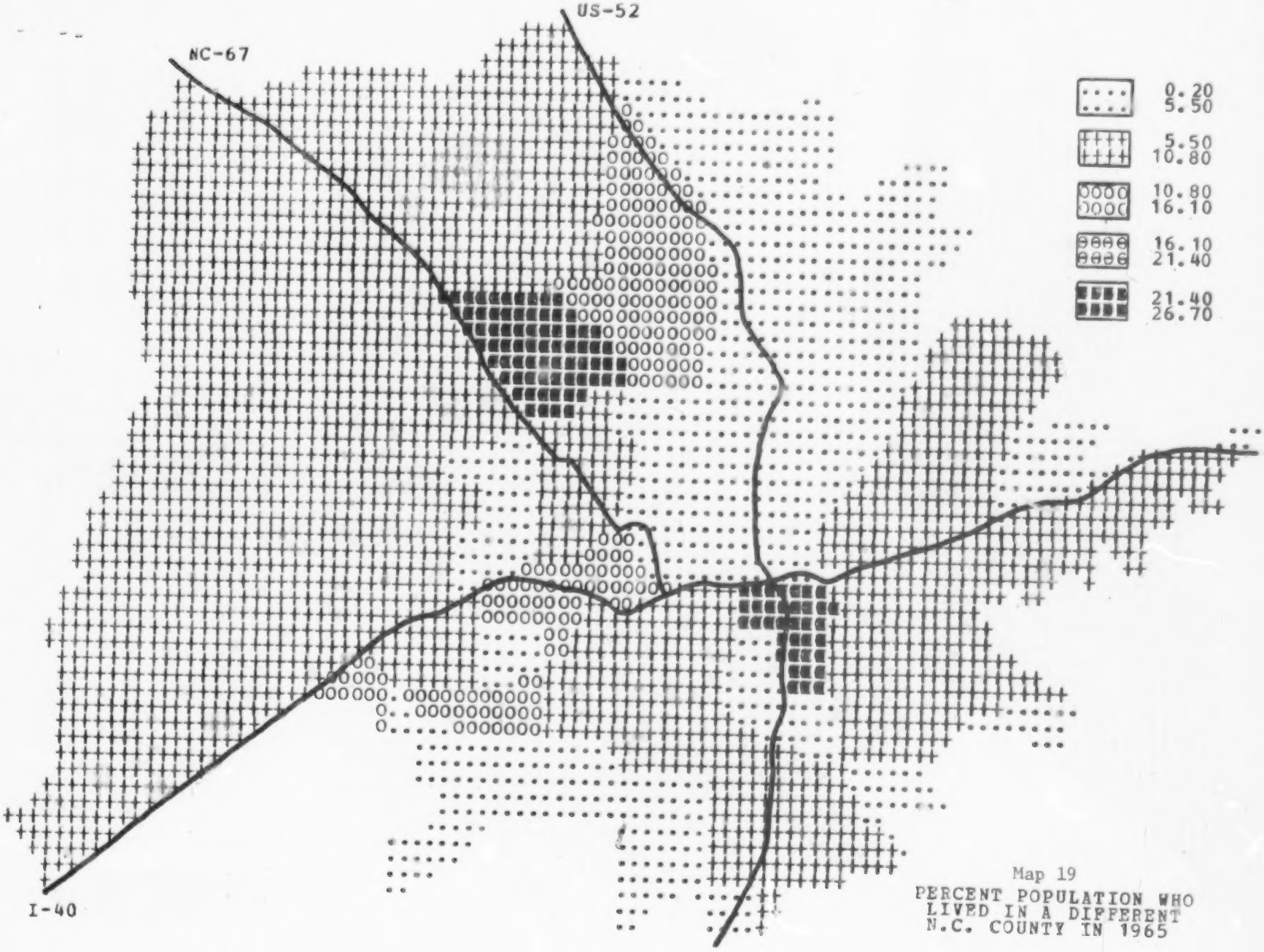
Map 17

PERCENT POPULATION WHO CHANGED RESIDENCE SINCE 1965

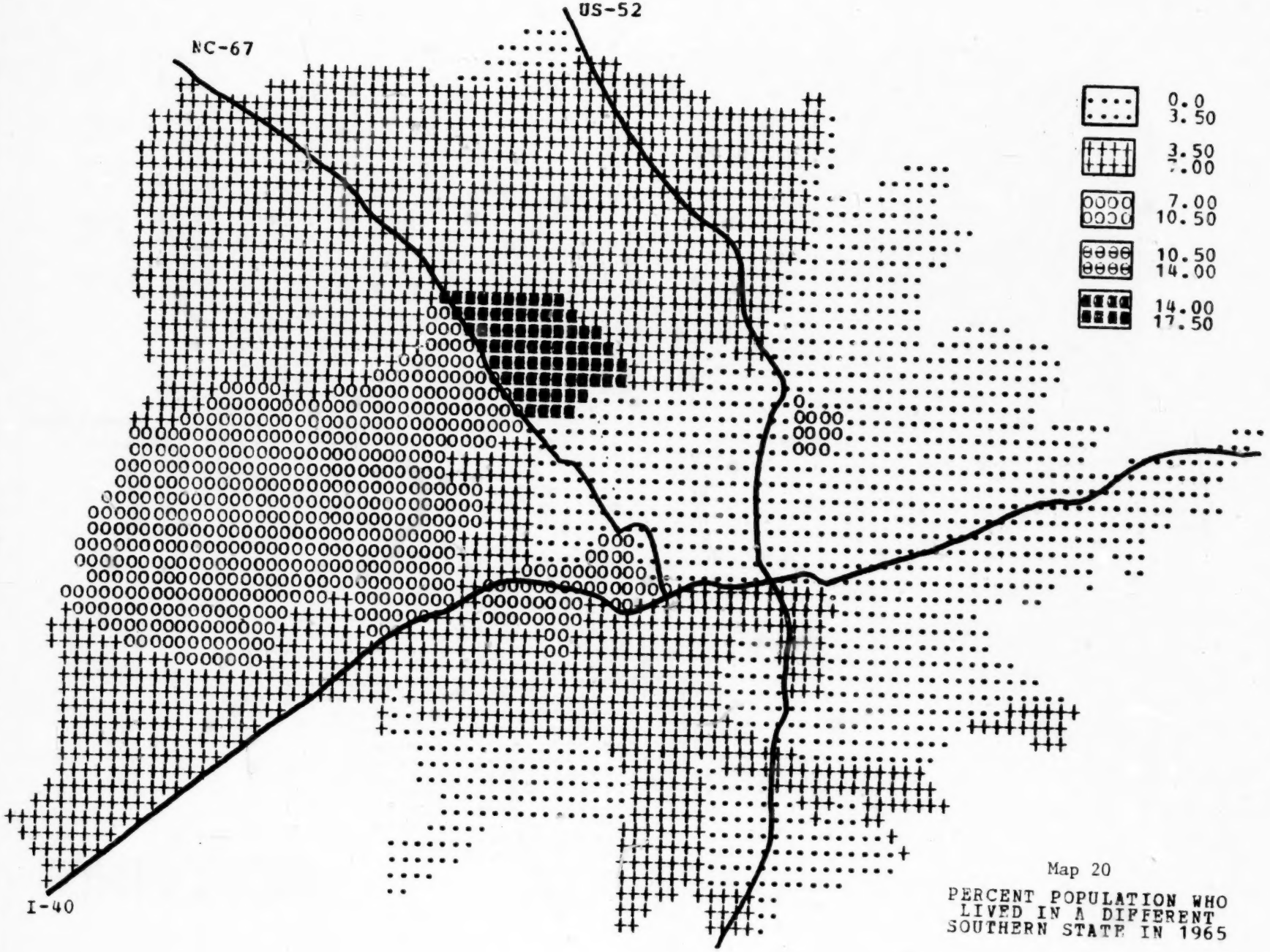


Map 18

PERCENT POPULATION WHO CHANGED RESIDENCE WITHIN THE COUNTY SINCE 1965

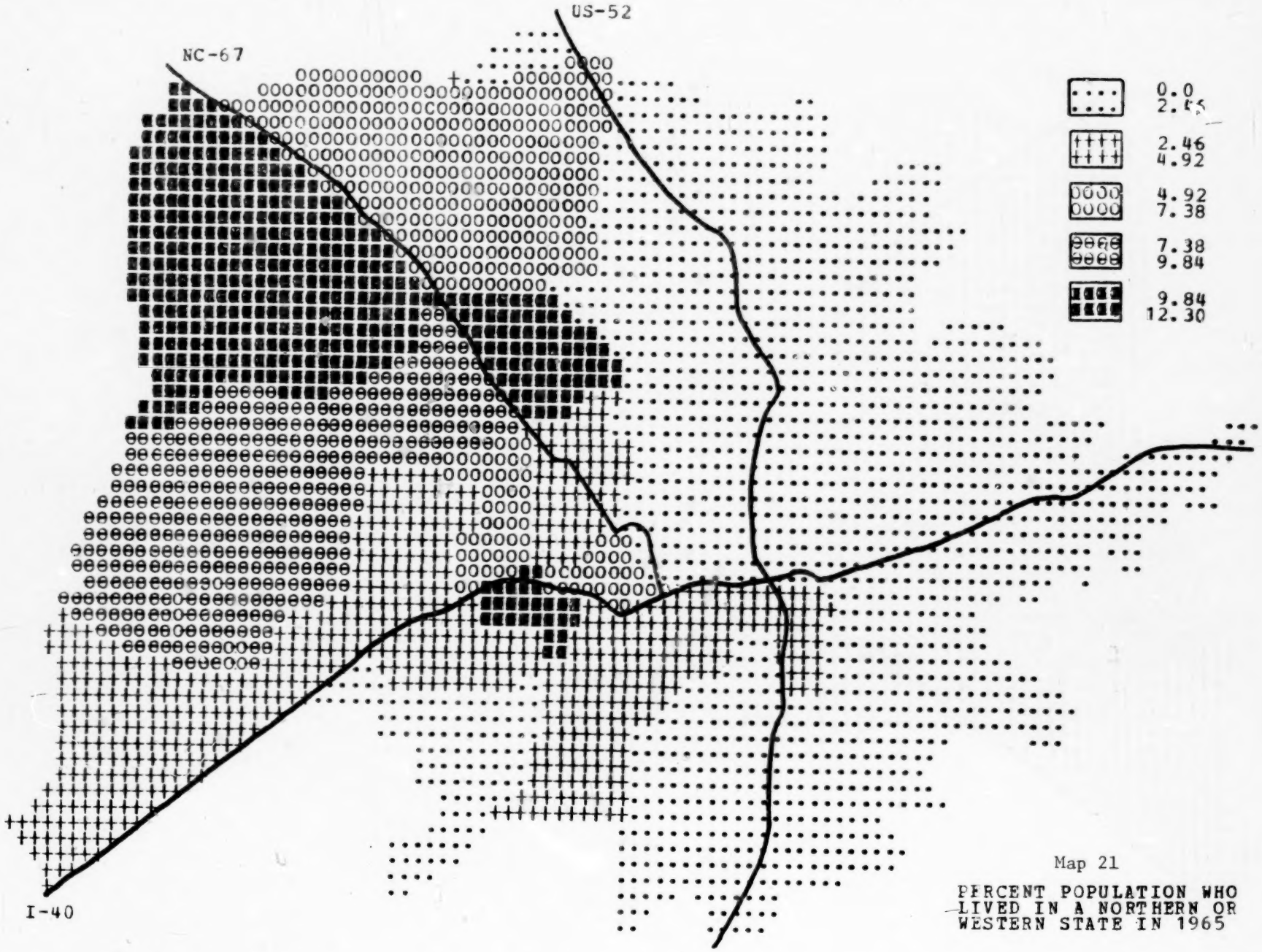


Map 19
PERCENT POPULATION WHO LIVED IN A DIFFERENT N.C. COUNTY IN 1965



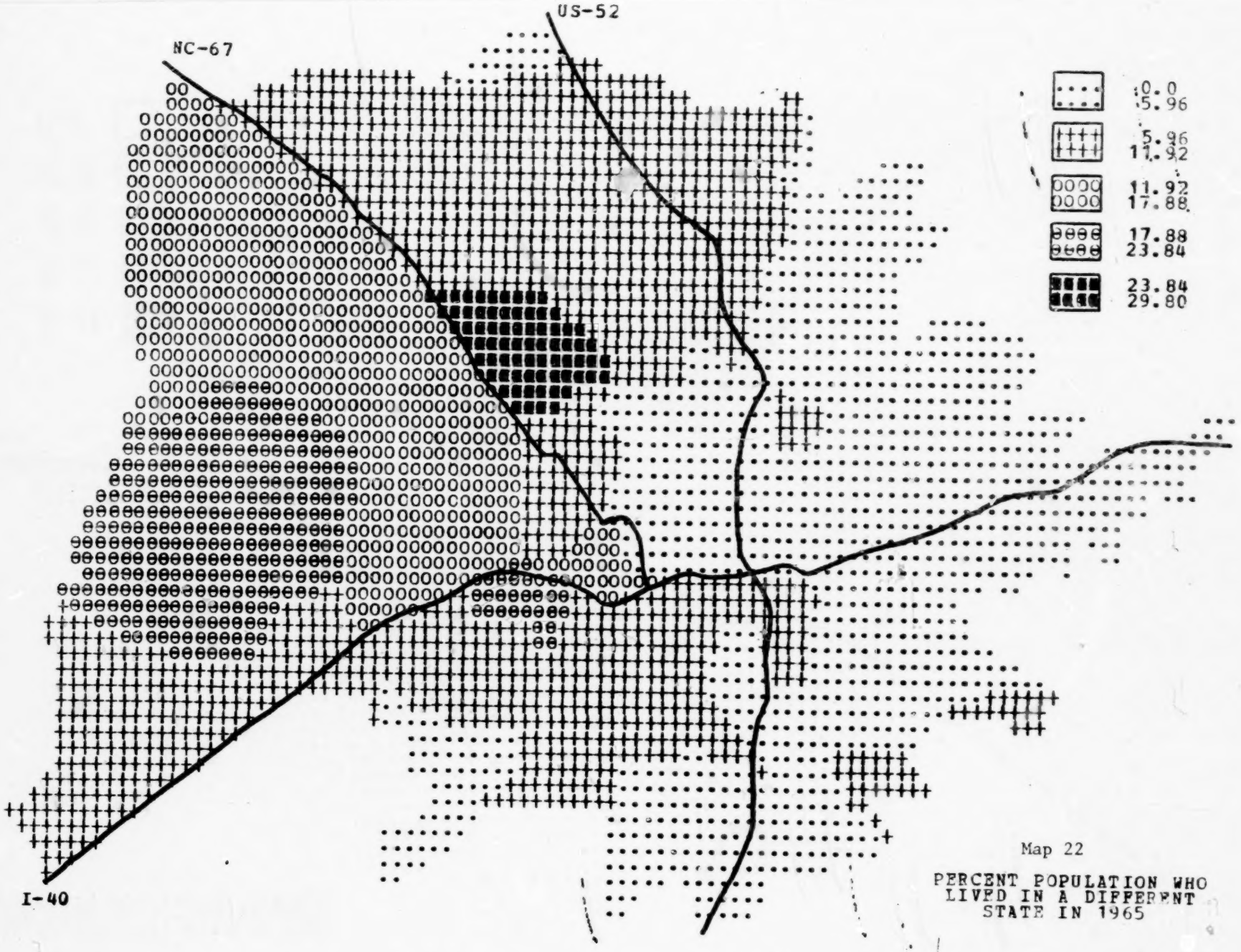
Map 20

PERCENT POPULATION WHO LIVED IN A DIFFERENT SOUTHERN STATE IN 1965



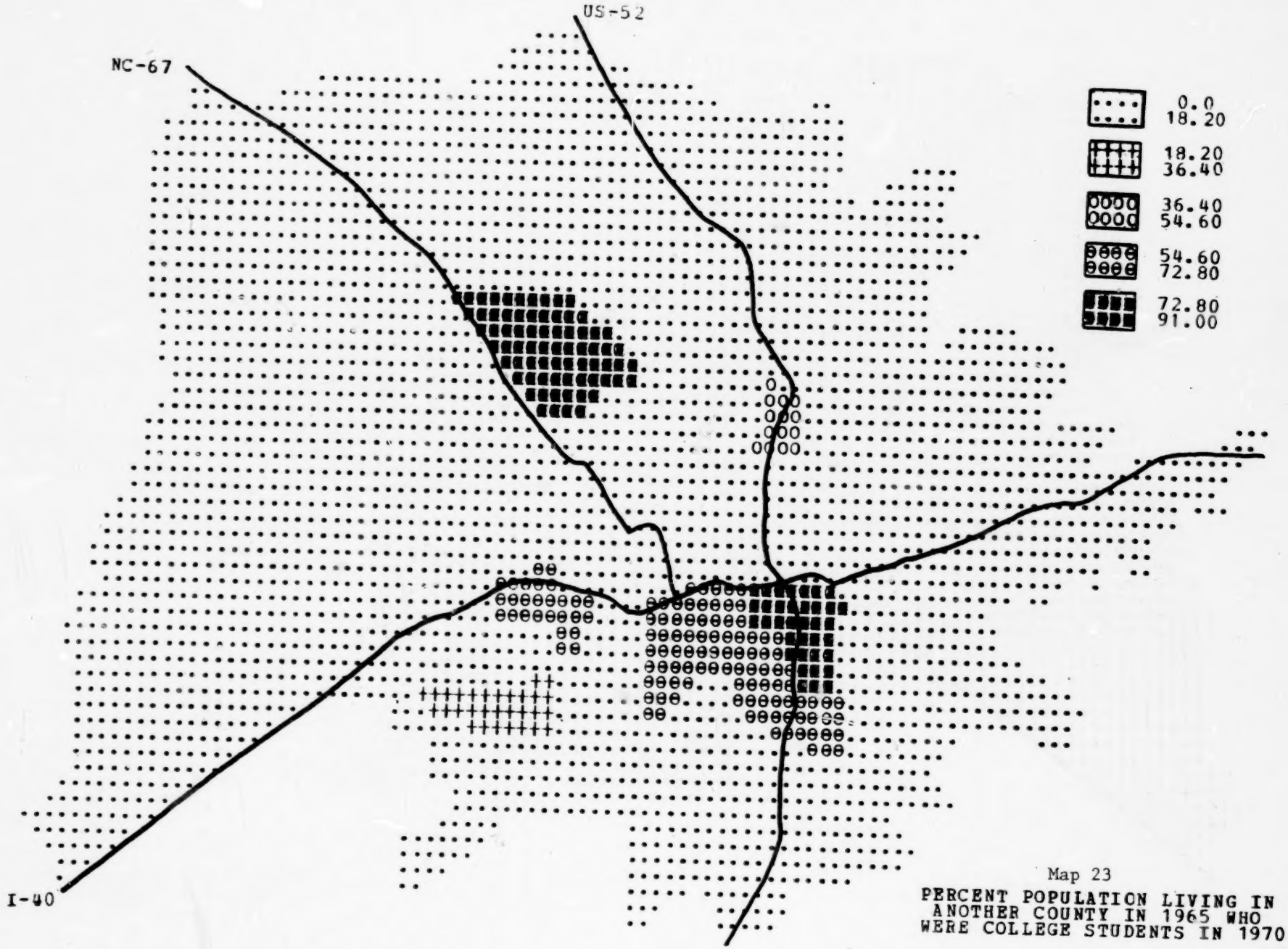
Map 21

PERCENT POPULATION WHO LIVED IN A NORTHERN OR WESTERN STATE IN 1965

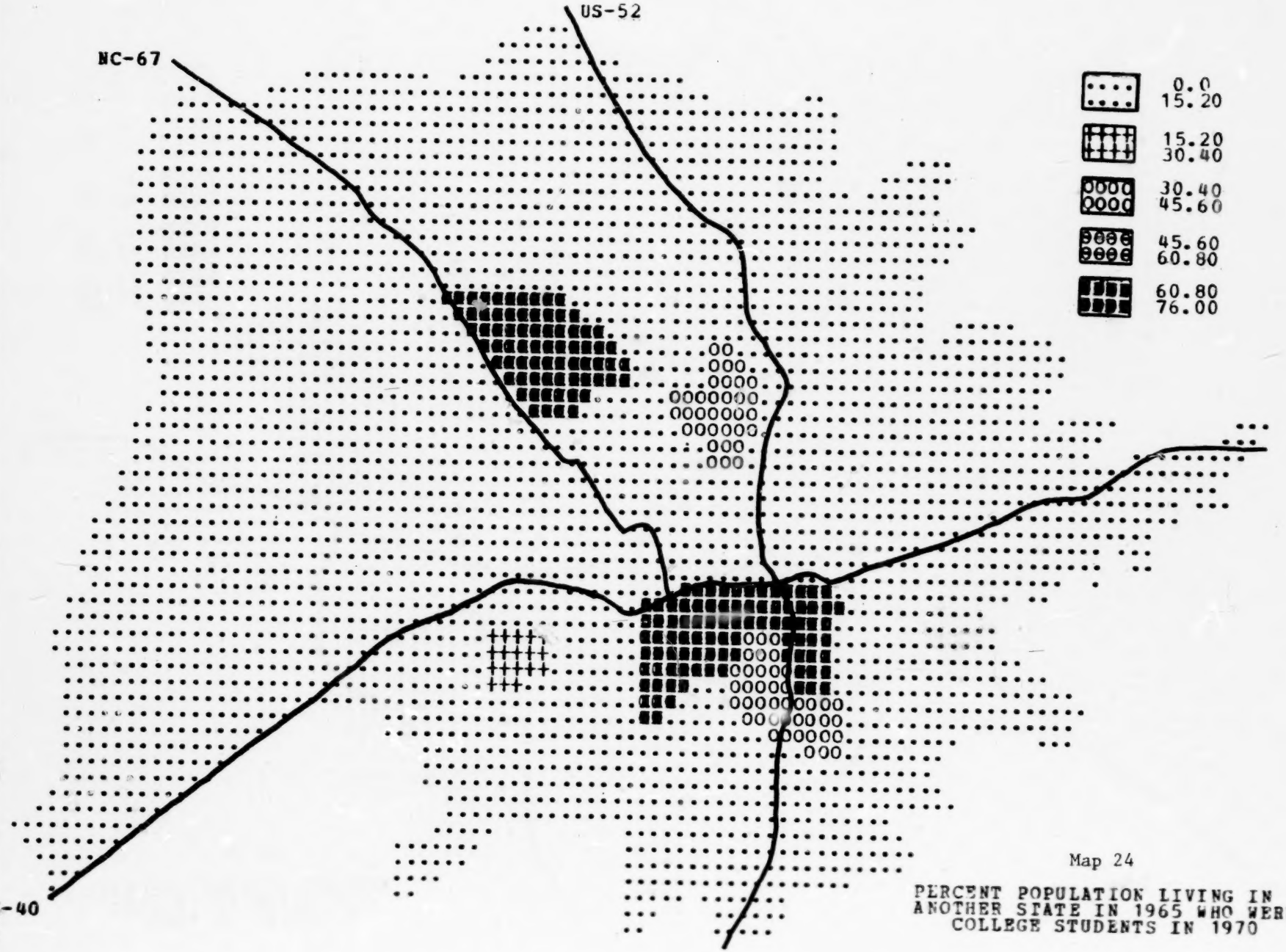


Map 22

PERCENT POPULATION WHO LIVED IN A DIFFERENT STATE IN 1965

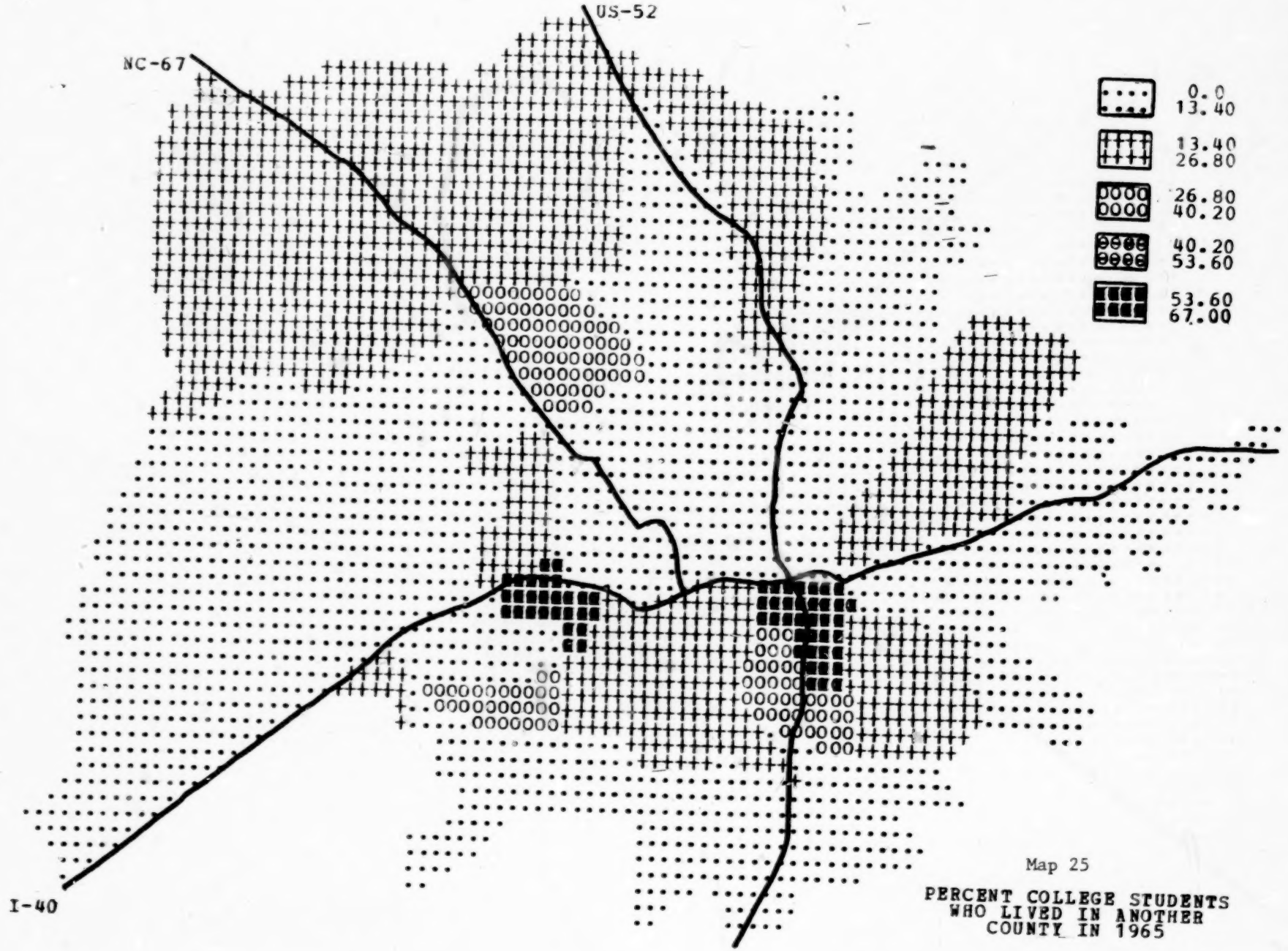


Map 23
PERCENT POPULATION LIVING IN ANOTHER COUNTY IN 1965 WHO WERE COLLEGE STUDENTS IN 1970



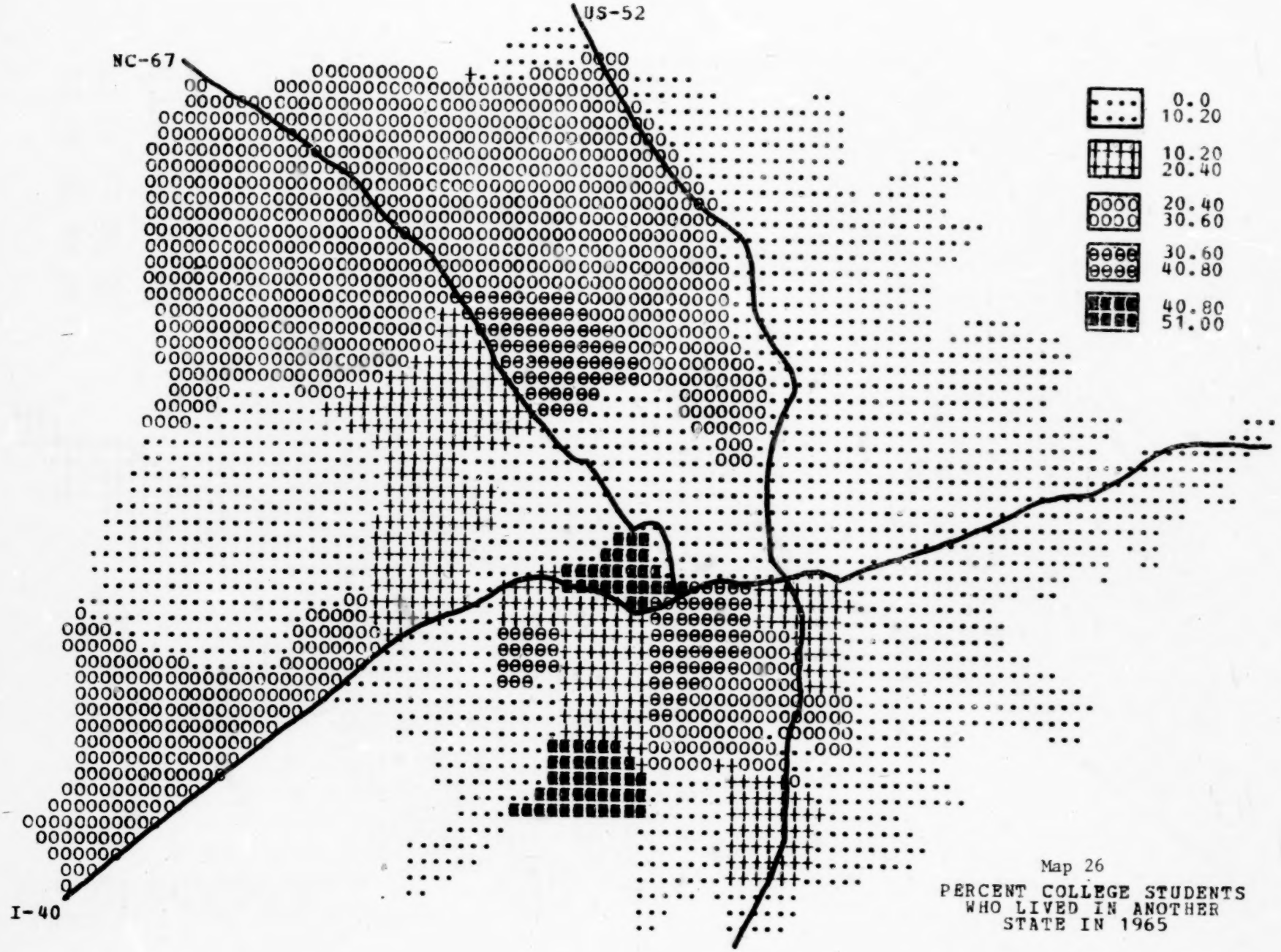
Map 24

PERCENT POPULATION LIVING IN ANOTHER STATE IN 1965 WHO WERE COLLEGE STUDENTS IN 1970



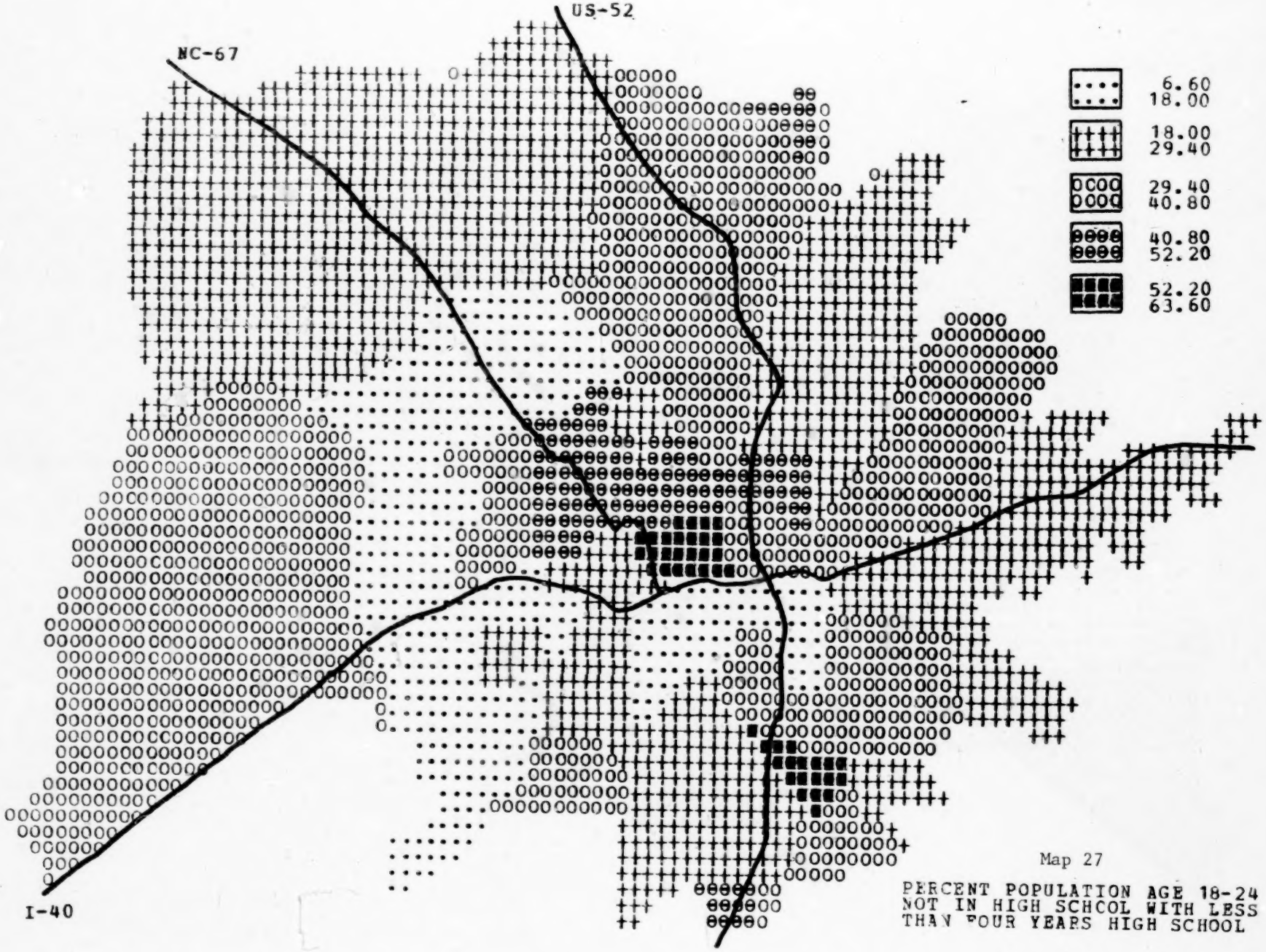
Map 25

PERCENT COLLEGE STUDENTS WHO LIVED IN ANOTHER COUNTY IN 1965



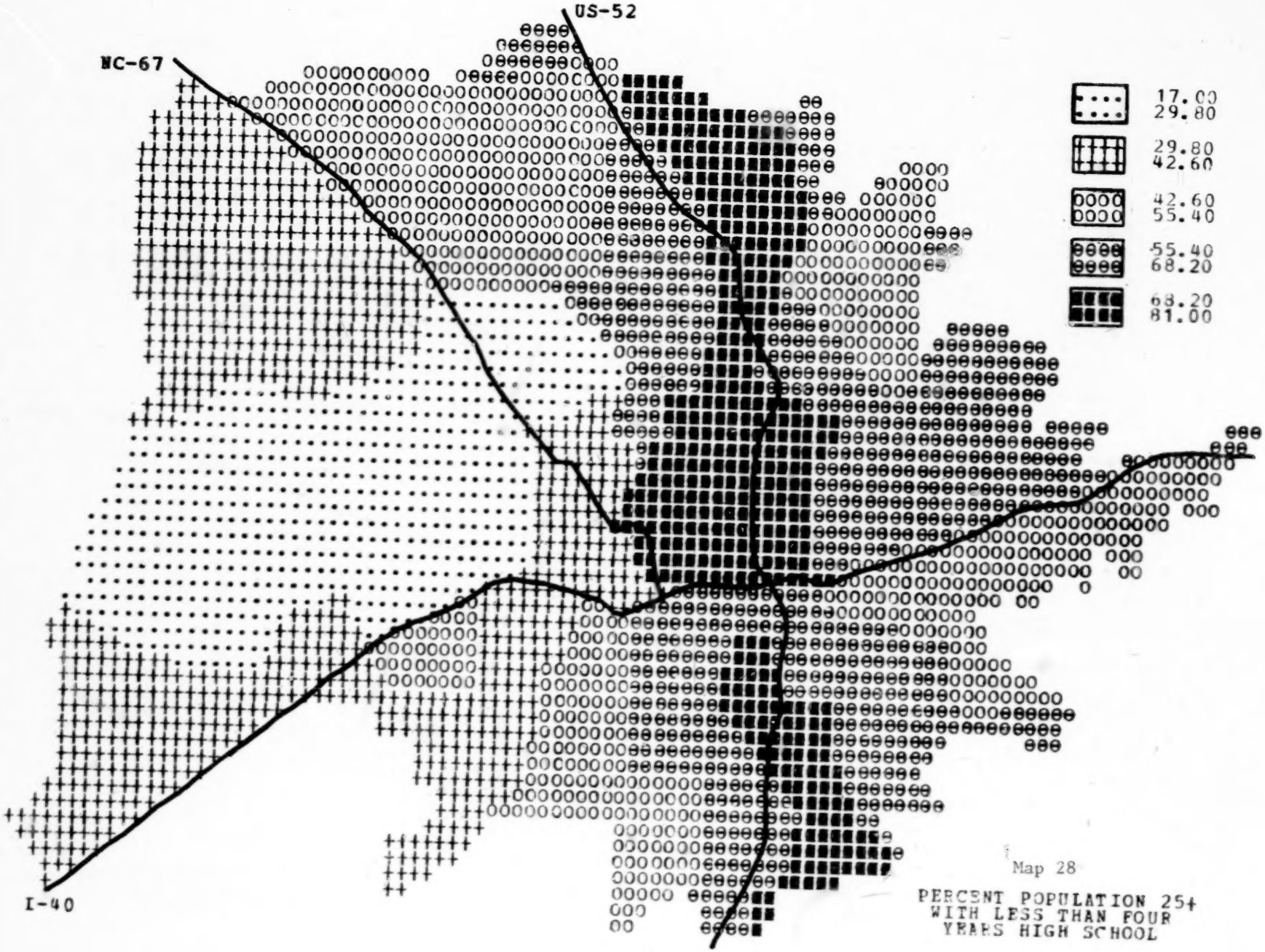
Map 26

PERCENT COLLEGE STUDENTS
WHO LIVED IN ANOTHER
STATE IN 1965



Map 27

PERCENT POPULATION AGE 18-24 NOT IN HIGH SCHCOL WITH LESS THAN FOUR YEARS HIGH SCHOOL

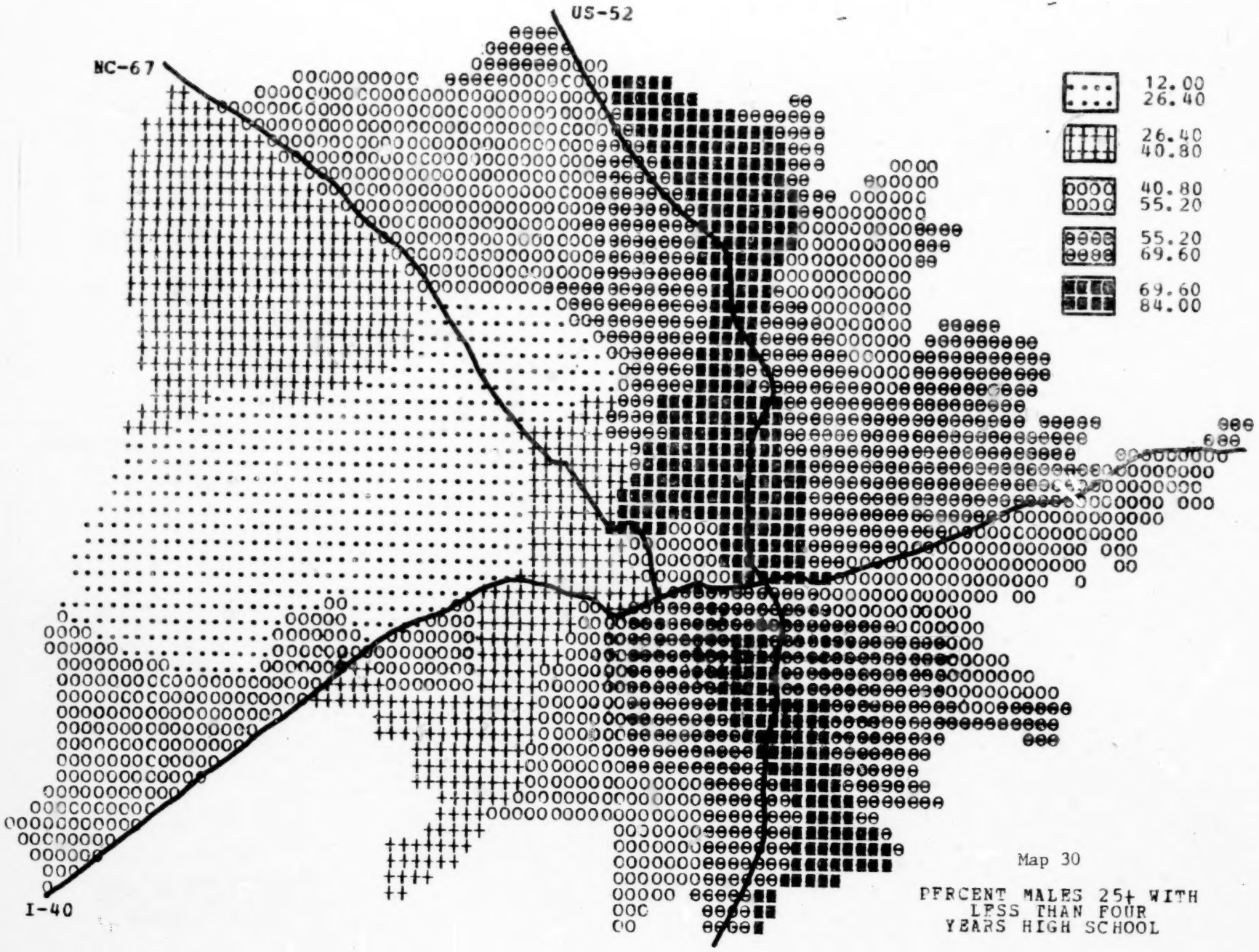


Map 28

PERCENT POPULATION 25+
WITH LESS THAN FOUR
YEARS HIGH SCHOOL

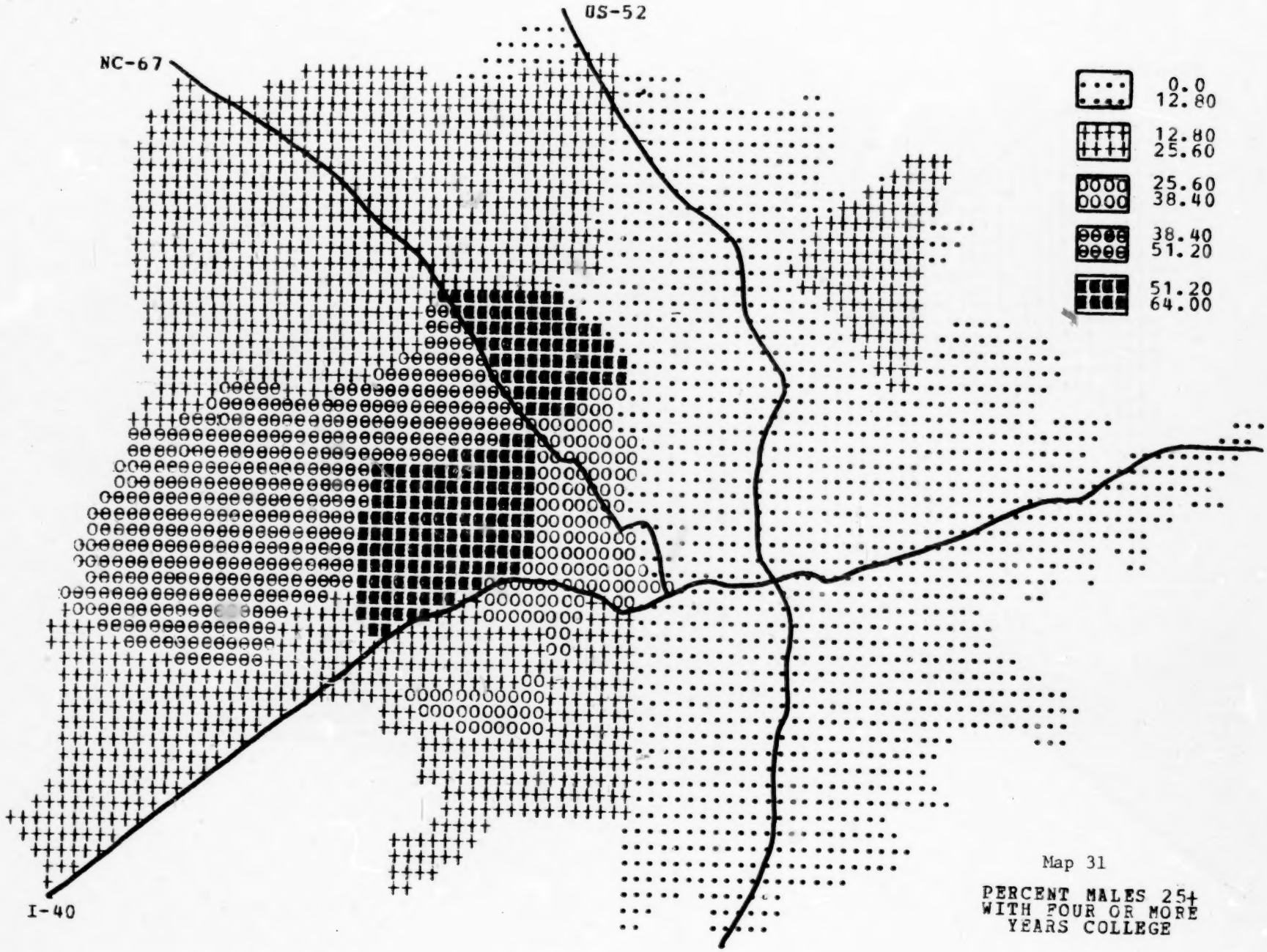
Map 29

PERCENT POPULATION 25+
WITH FOUR OR MORE
YEARS COLLEGE



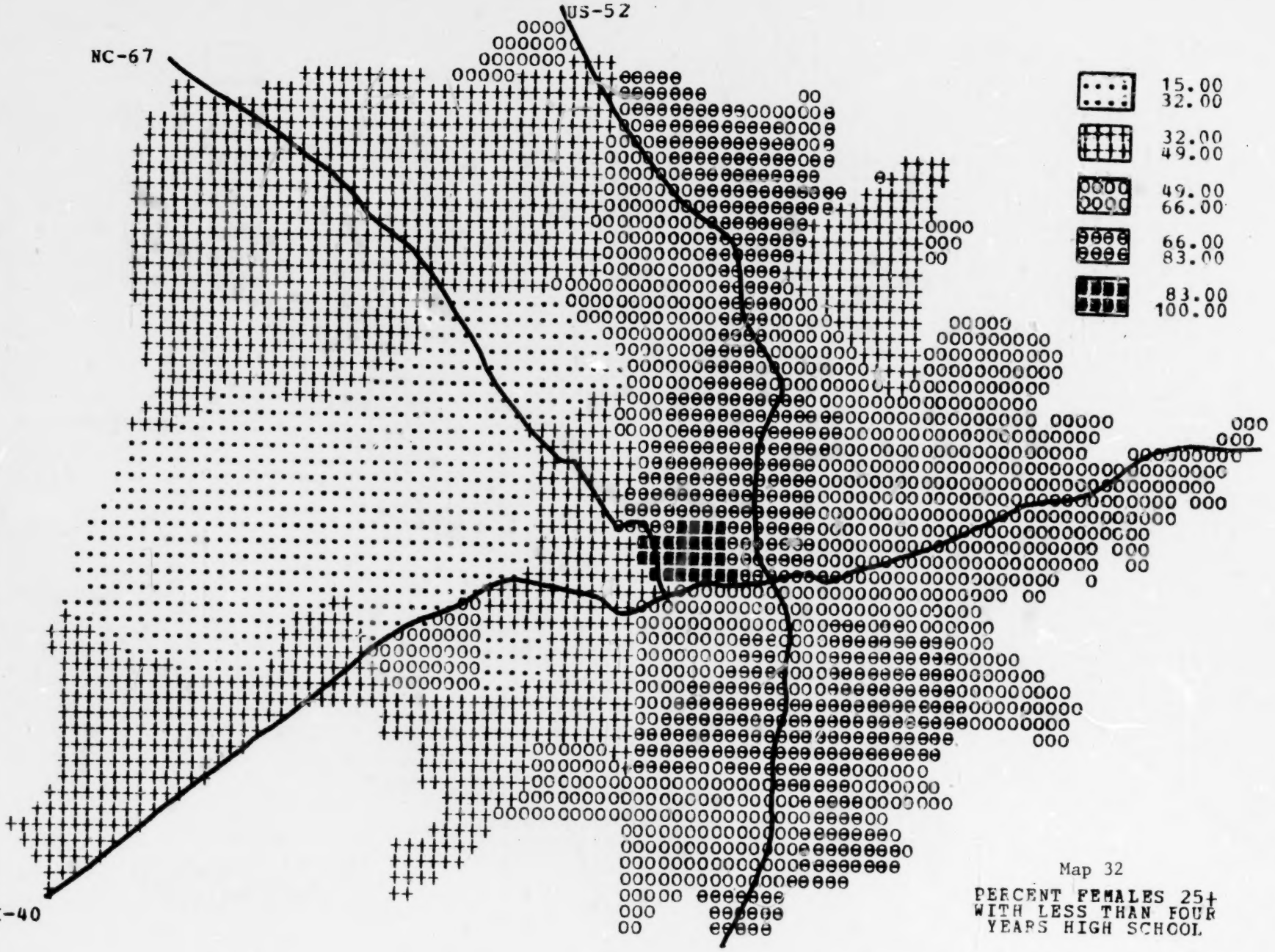
Map 30

PERCENT MALES 25+ WITH LESS THAN FOUR YEARS HIGH SCHOOL



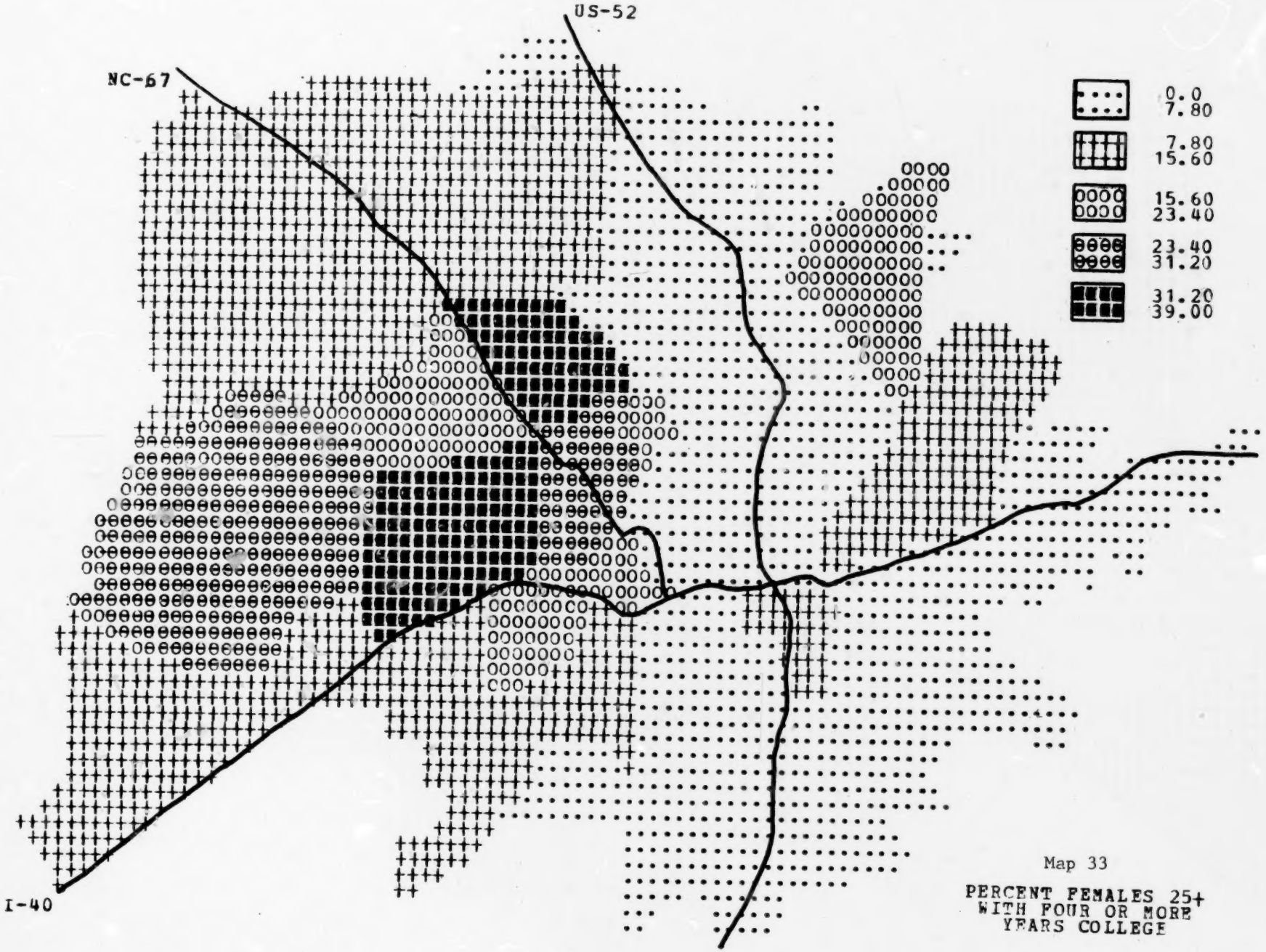
Map 31

PERCENT MALES 25+
WITH FOUR OR MORE
YEARS COLLEGE



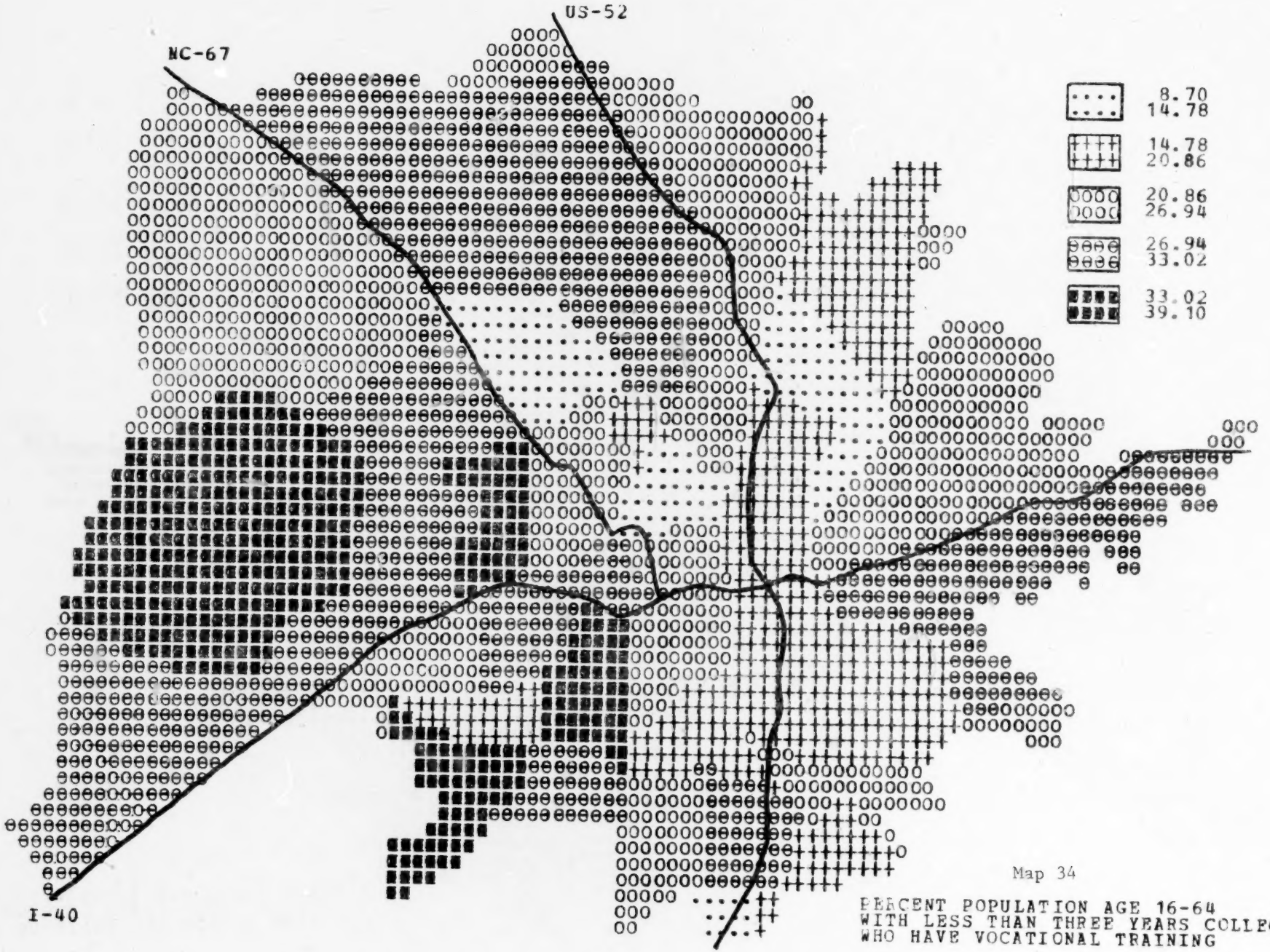
Map 32

PERCENT FEMALES 25+
WITH LESS THAN FOUR
YEARS HIGH SCHOOL



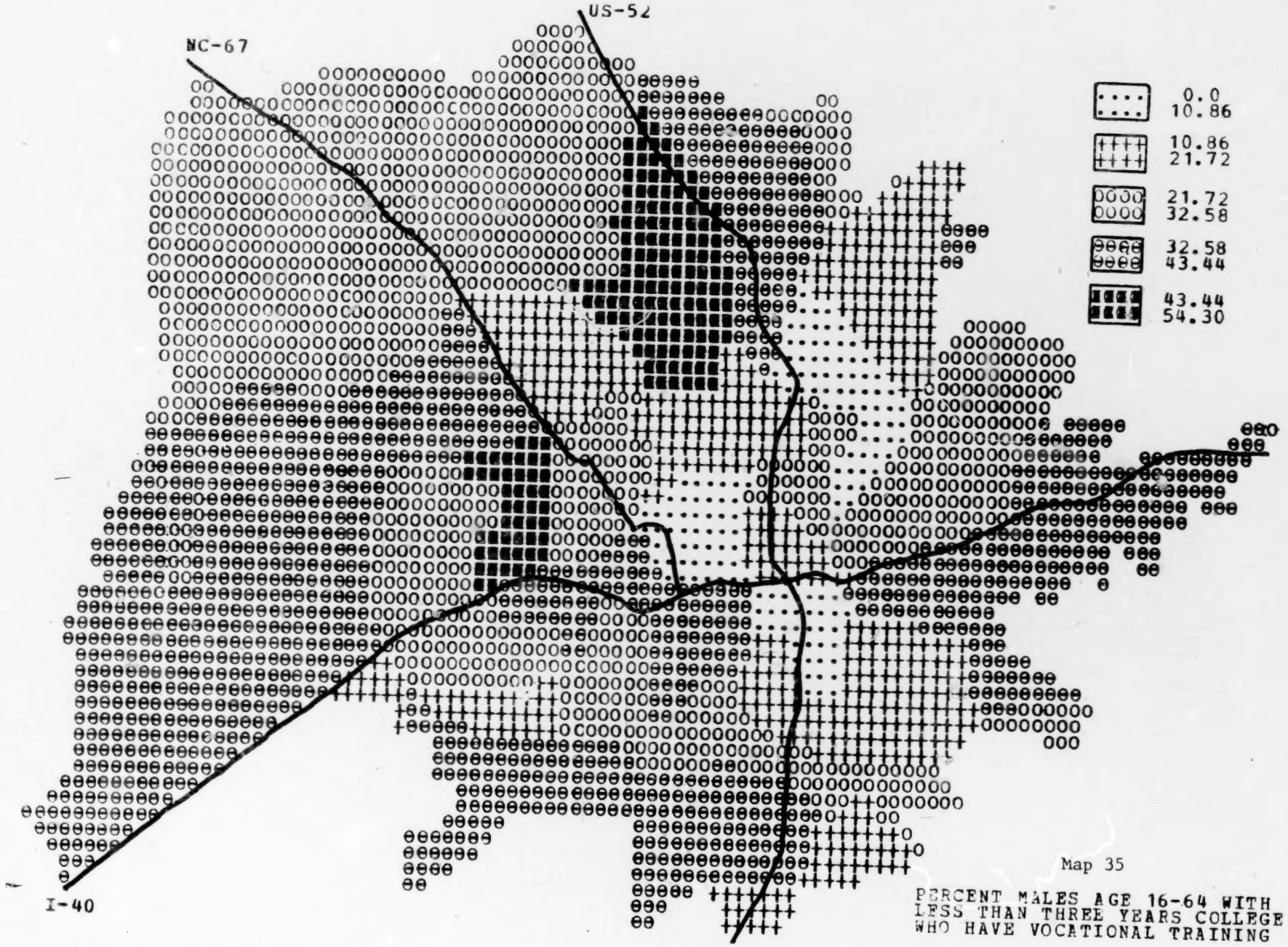
Map 33

PERCENT FEMALES 25+
WITH FOUR OR MORE
YEARS COLLEGE



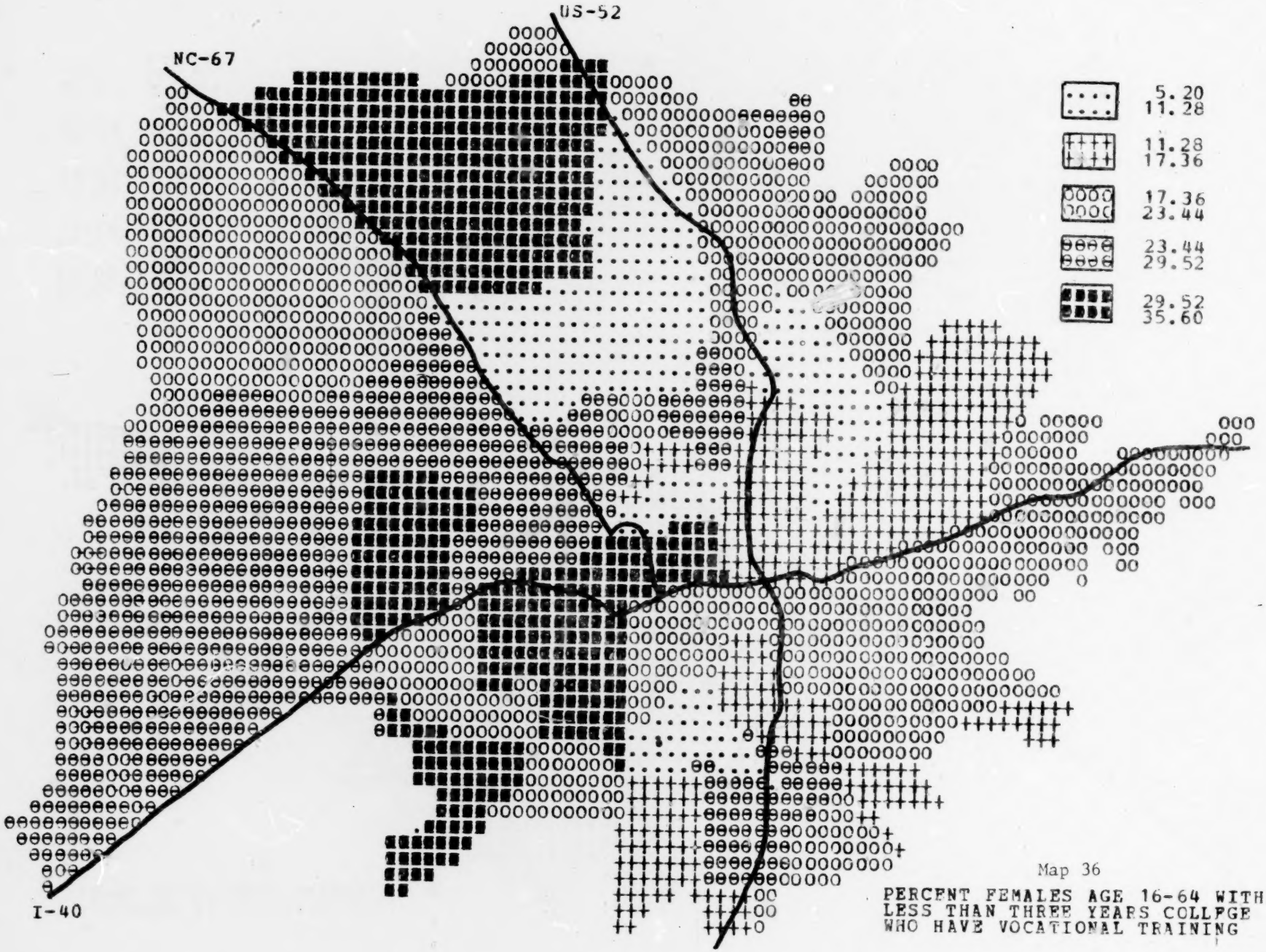
Map 34

PERCENT POPULATION AGE 16-64
WITH LESS THAN THREE YEARS COLLEGE
WHO HAVE VOCATIONAL TRAINING



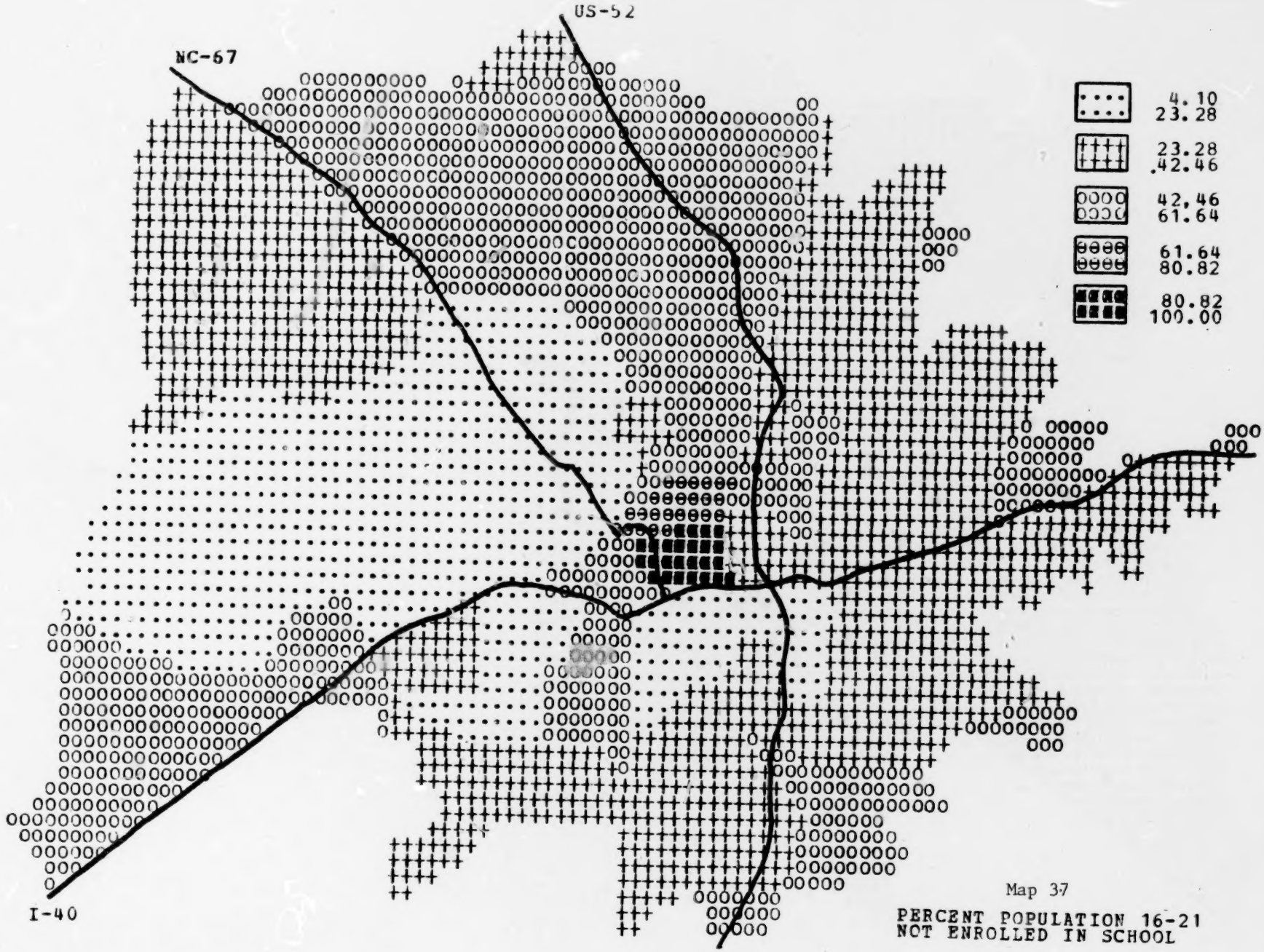
Map 35

PERCENT MALES AGE 16-64 WITH LESS THAN THREE YEARS COLLEGE WHO HAVE VOCATIONAL TRAINING



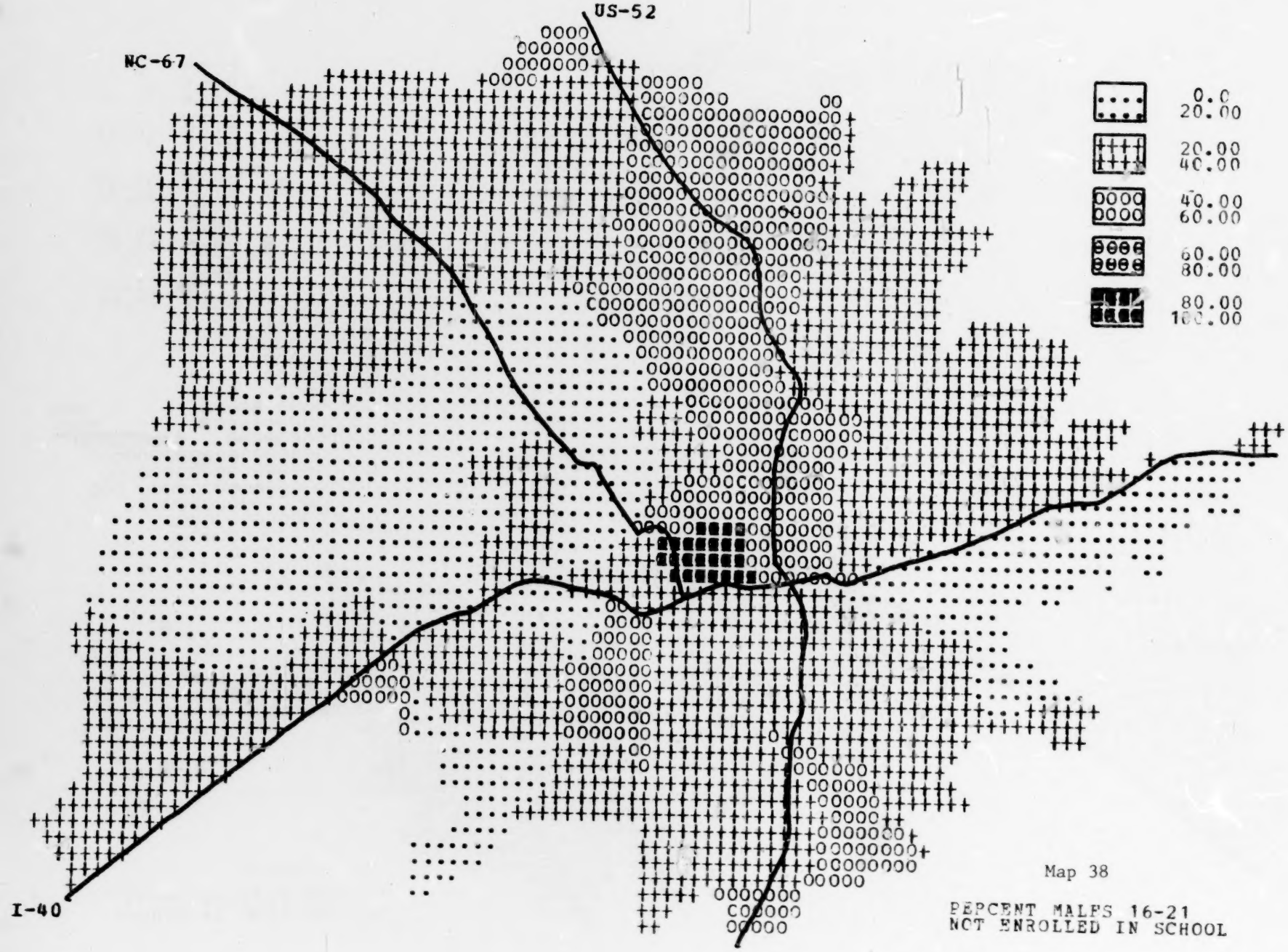
Map 36

PERCENT FEMALES AGE 16-64 WITH LESS THAN THREE YEARS COLLEGE WHO HAVE VOCATIONAL TRAINING



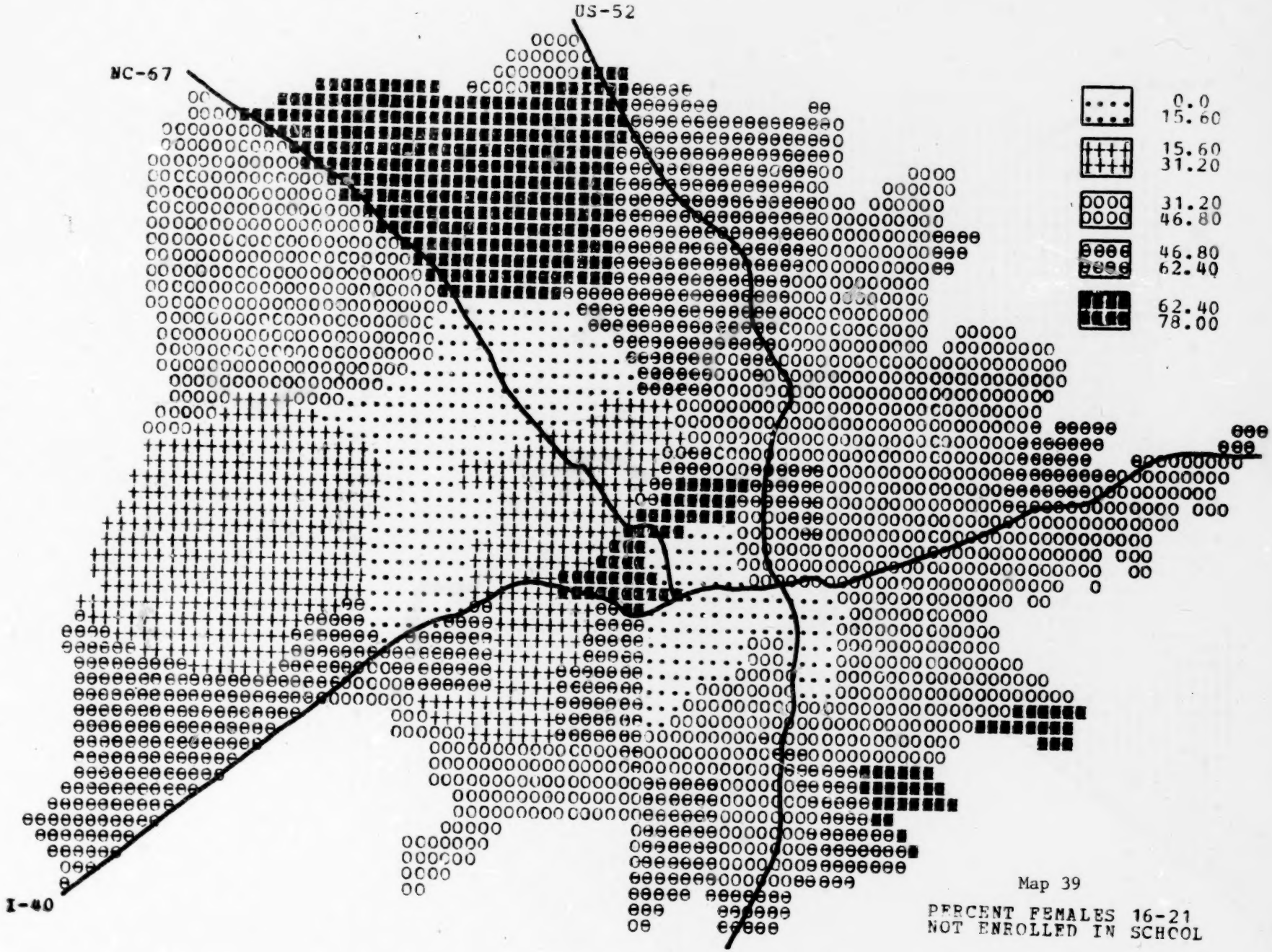
Map 37

PERCENT POPULATION 16-21
NOT ENROLLED IN SCHOOL



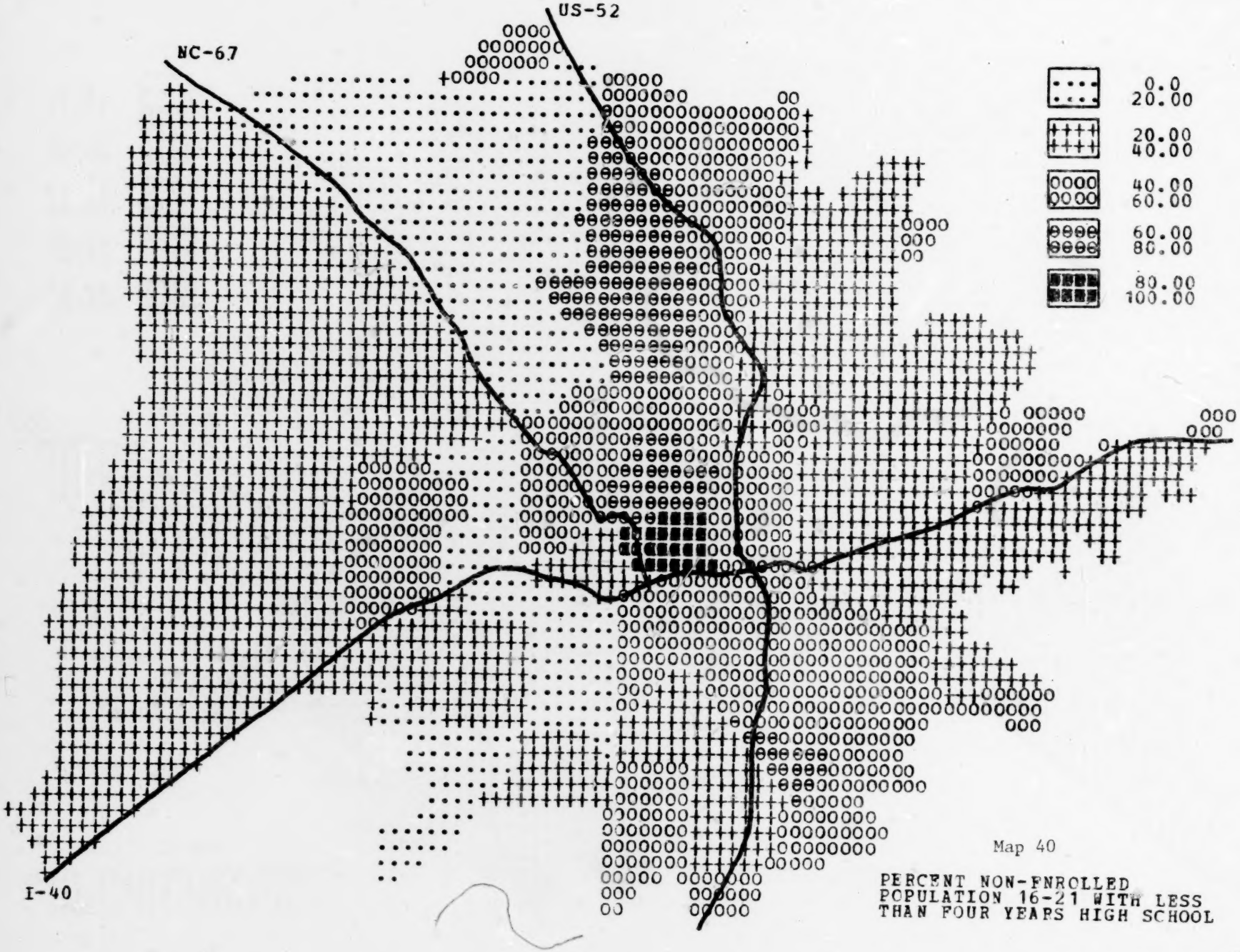
Map 38

PERCENT MALES 16-21
NOT ENROLLED IN SCHOOL



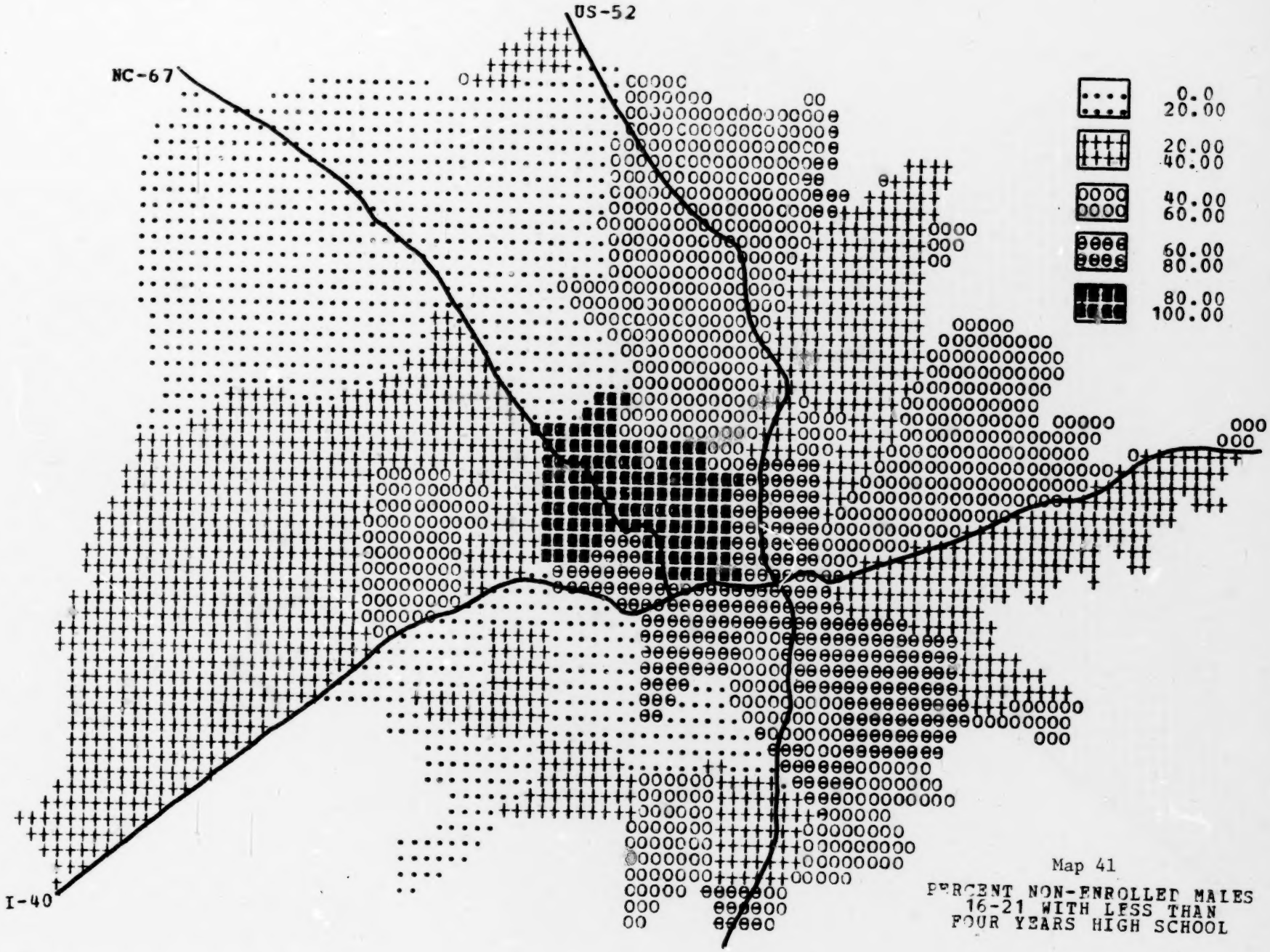
Map 39

PERCENT FEMALES 16-21
NOT ENROLLED IN SCHOOL



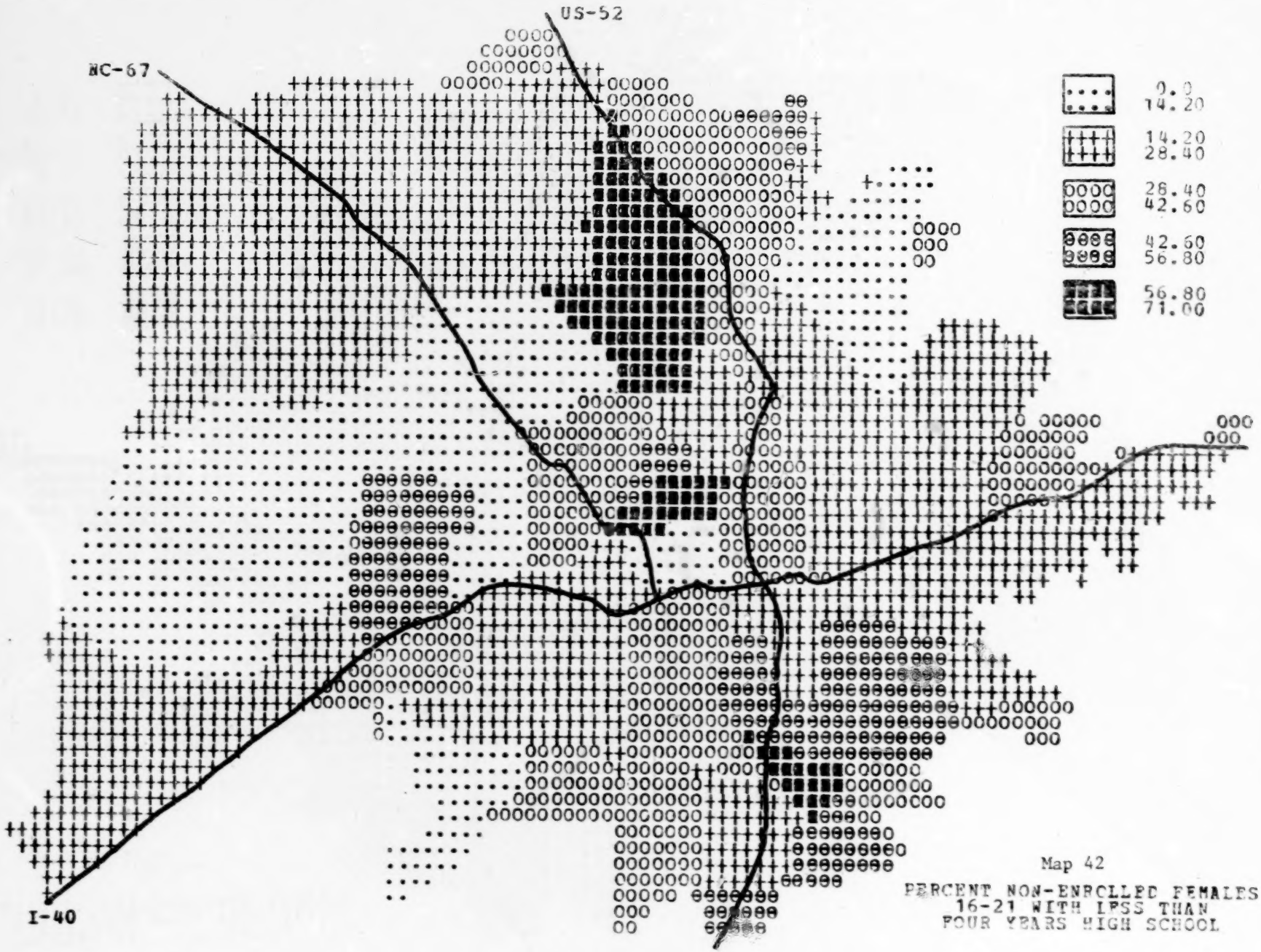
Map 40

PERCENT NON-ENROLLED POPULATION 16-21 WITH LESS THAN FOUR YEARS HIGH SCHOOL



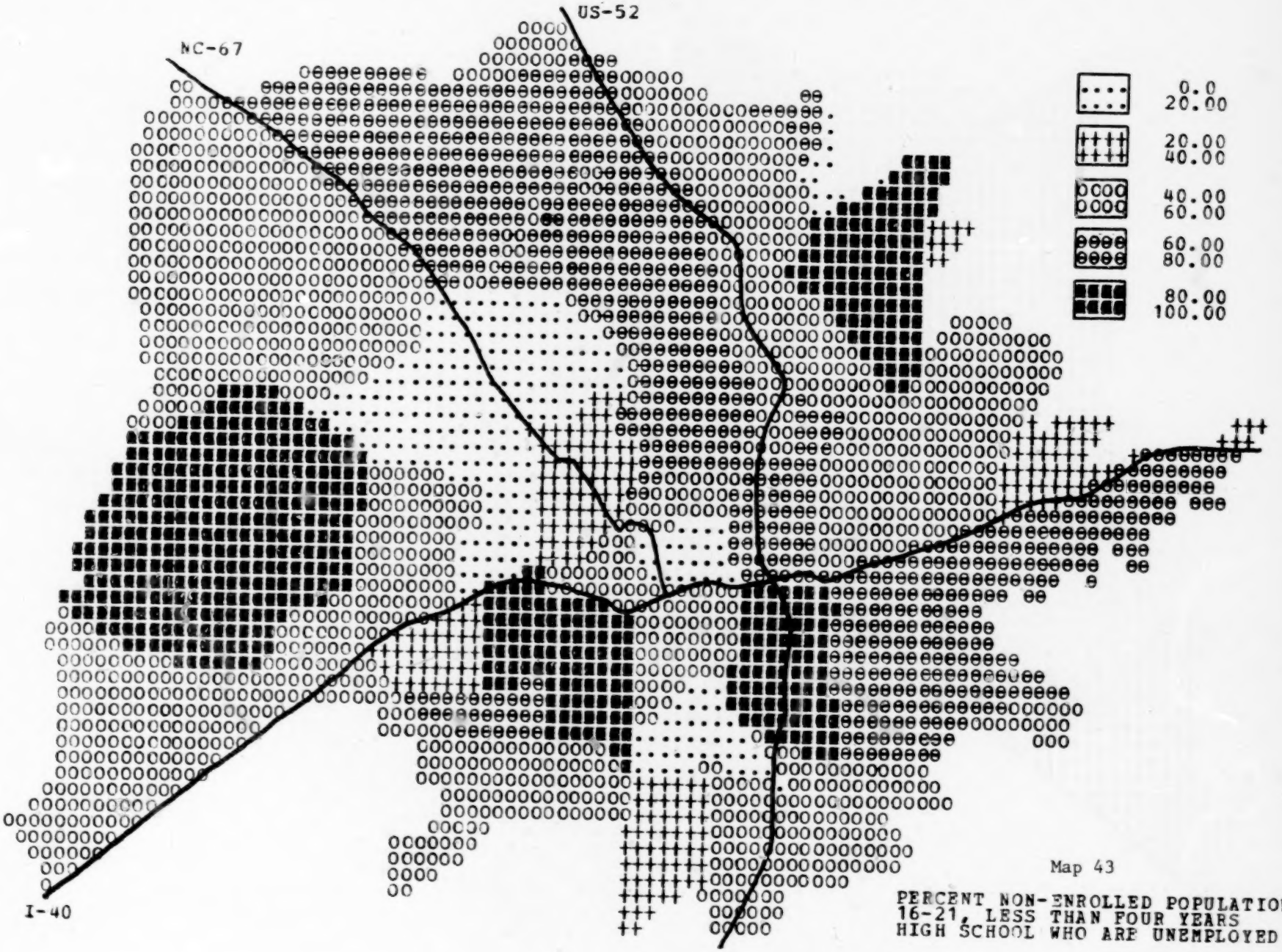
Map 41

PERCENT NON-ENROLLED MALES
16-21 WITH LESS THAN
FOUR YEARS HIGH SCHOOL



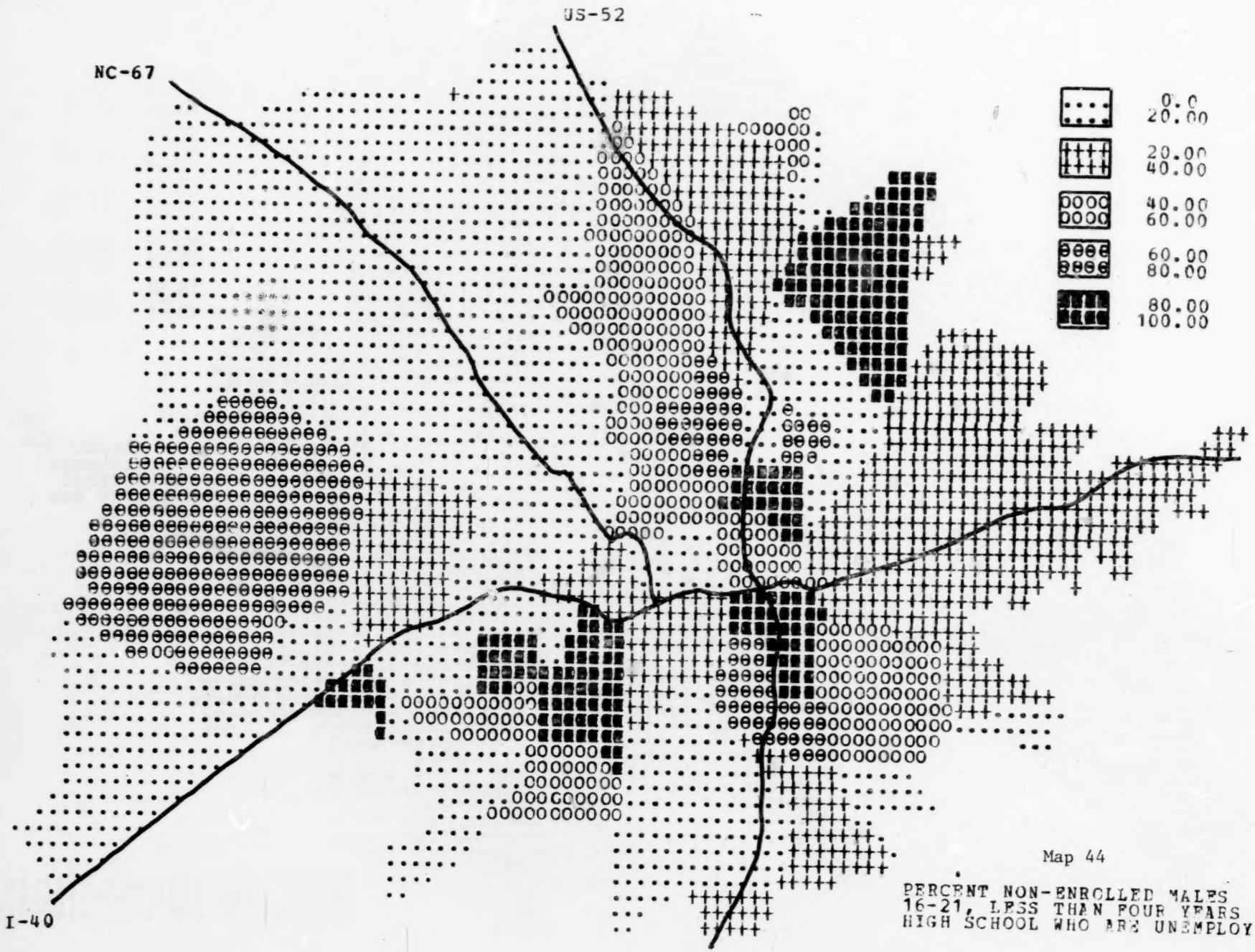
Map 42

PERCENT NON-ENROLLED FEMALES
16-21 WITH LESS THAN
FOUR YEARS HIGH SCHOOL



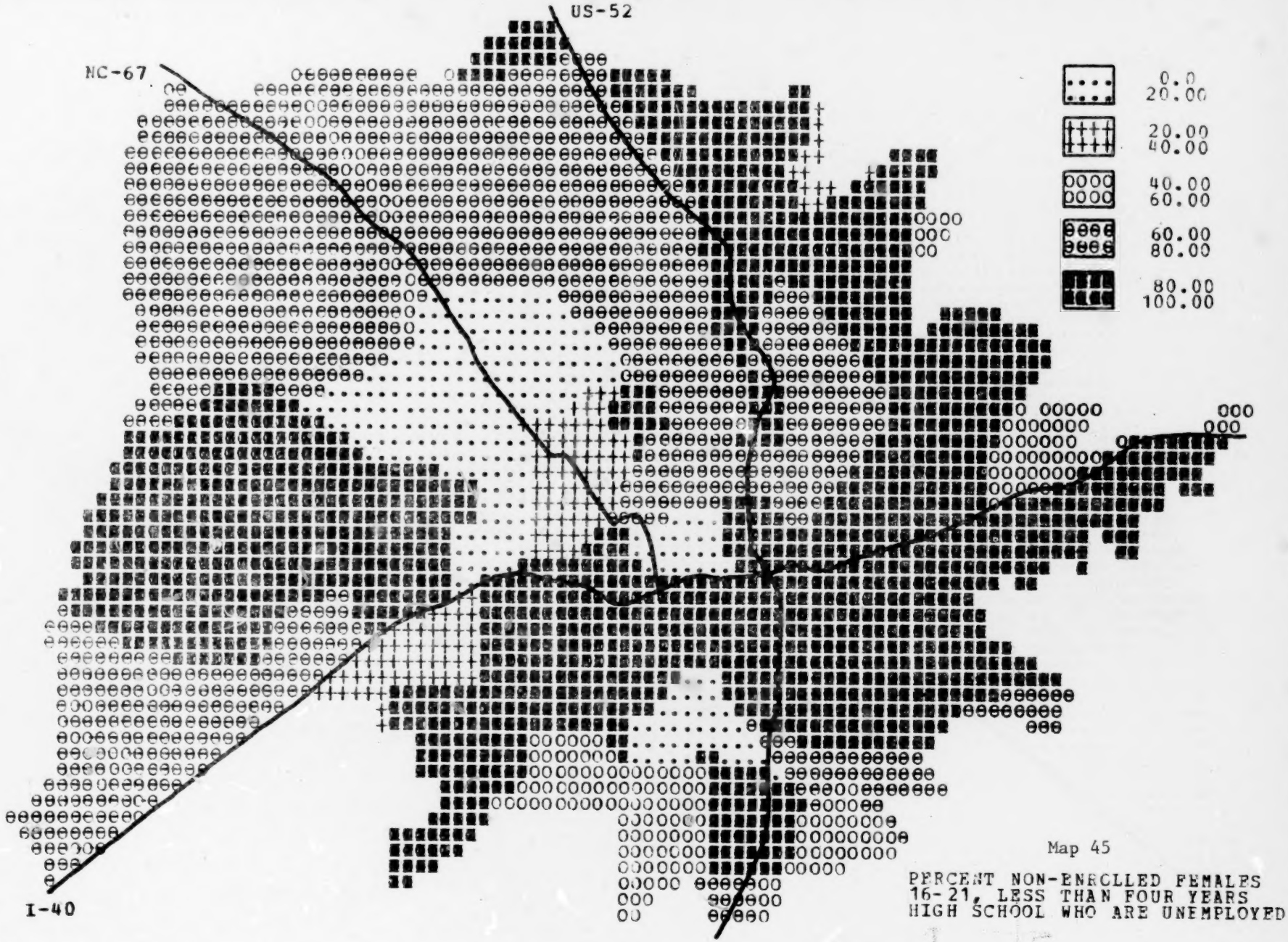
Map 43

PERCENT NON-ENROLLED POPULATION 16-21, LESS THAN FOUR YEARS HIGH SCHOOL WHO ARE UNEMPLOYED



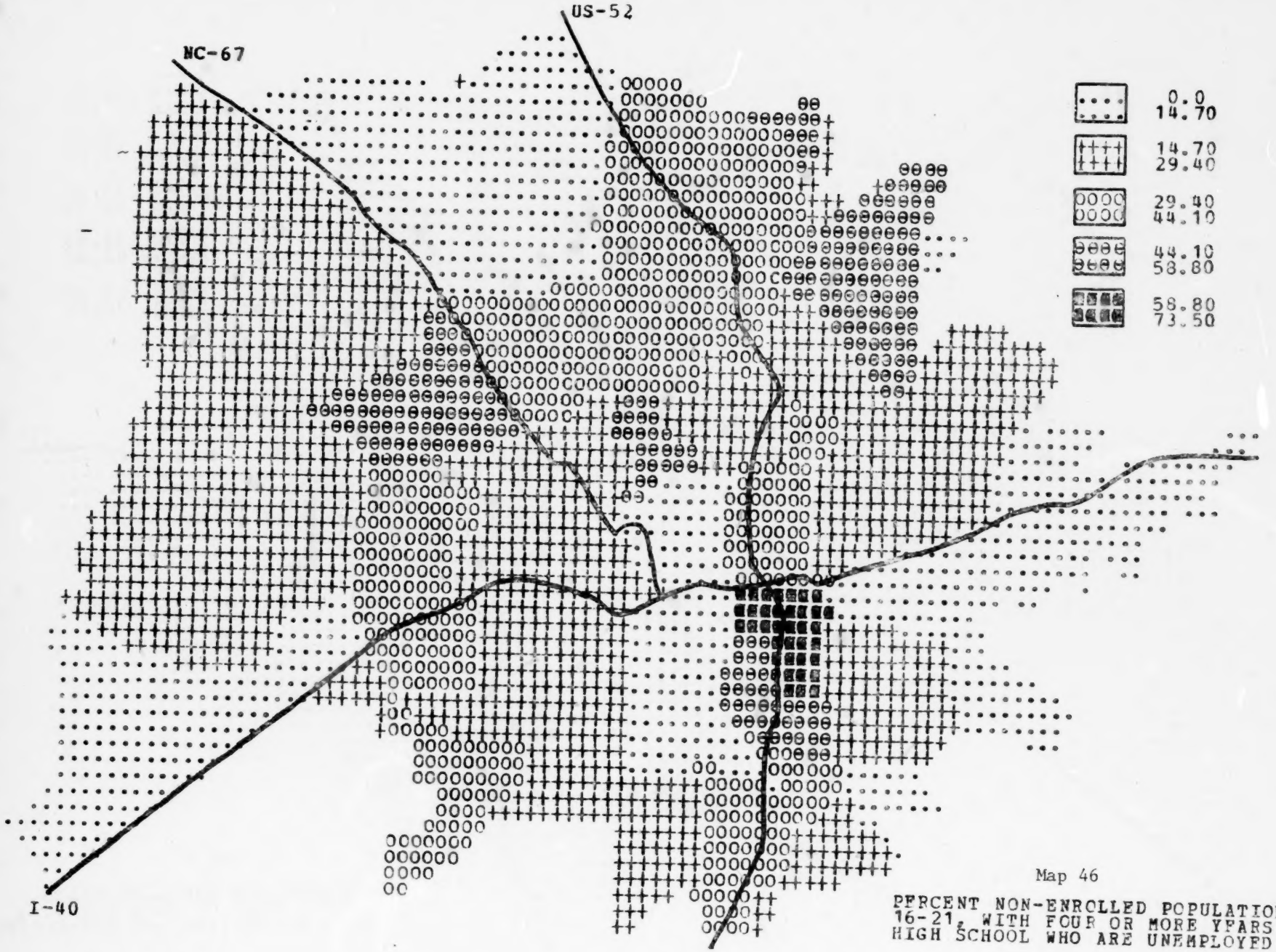
Map 44

PERCENT NON-ENROLLED MALES 16-21, LESS THAN FOUR YEARS HIGH SCHOOL WHO ARE UNEMPLOYED



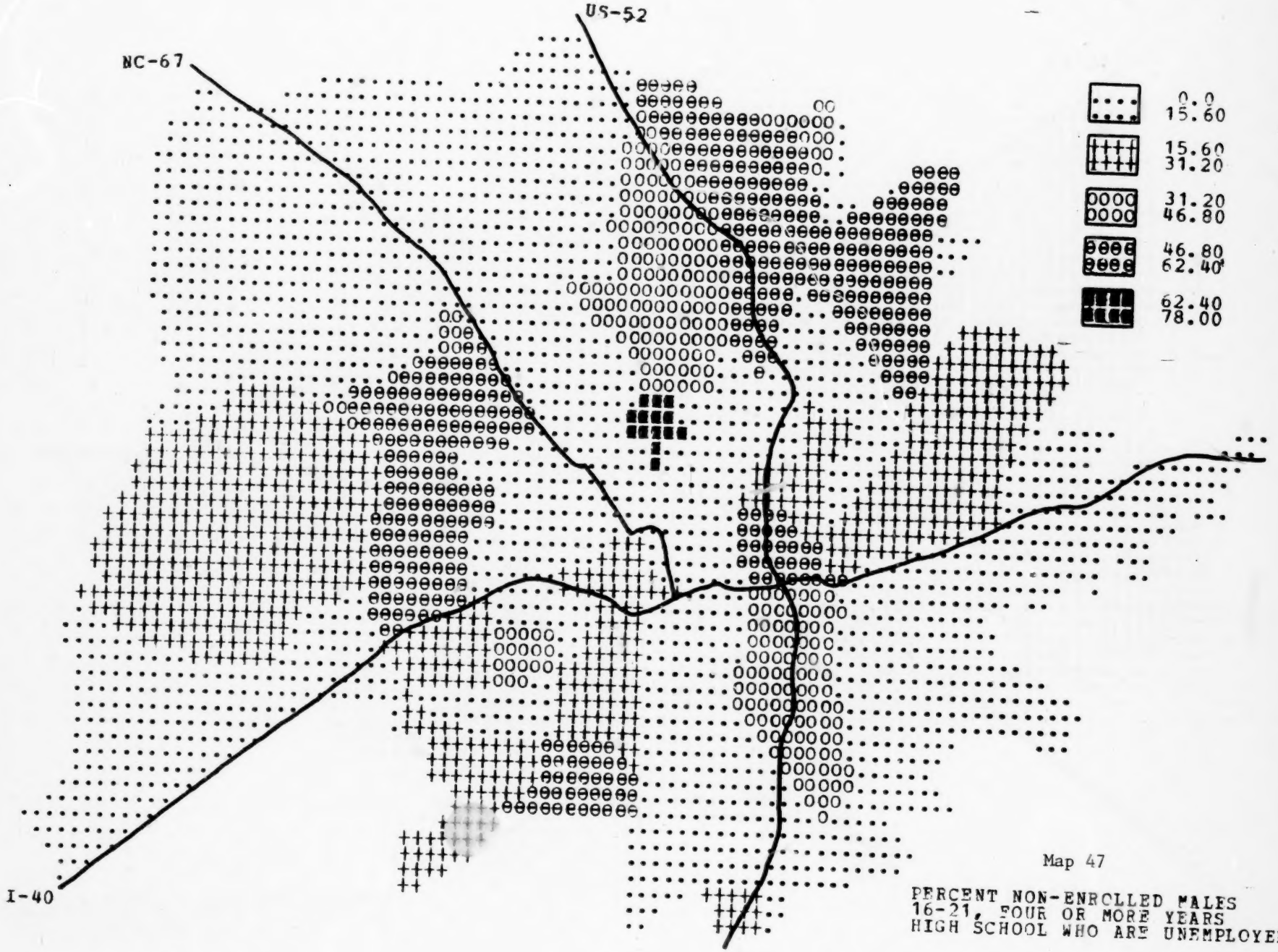
Map 45

PERCENT NON-ENROLLED FEMALES
16-21, LESS THAN FOUR YEARS
HIGH SCHOOL WHO ARE UNEMPLOYED



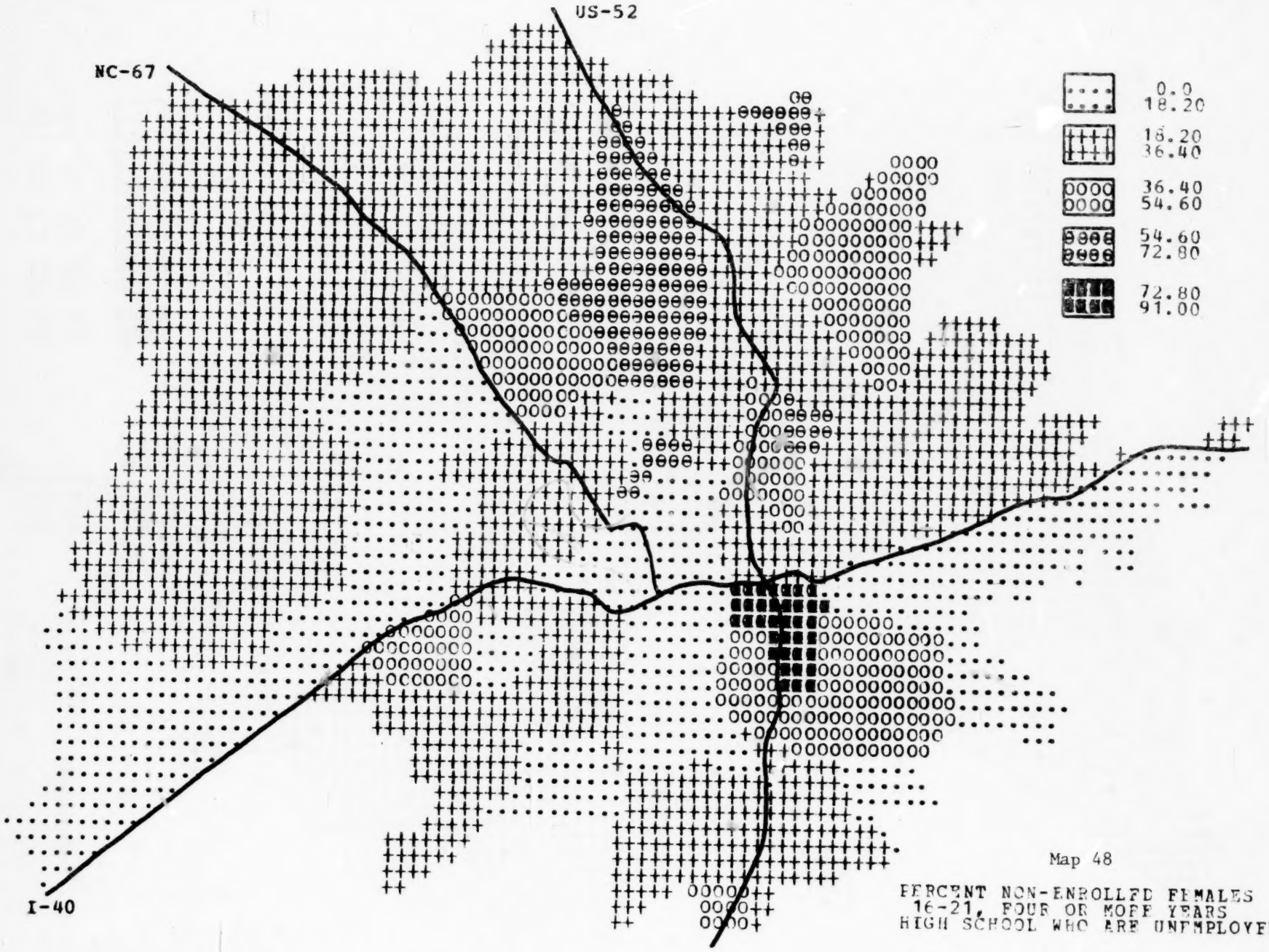
Map 46

PERCENT NON-ENROLLED POPULATION 16-21, WITH FOUR OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED



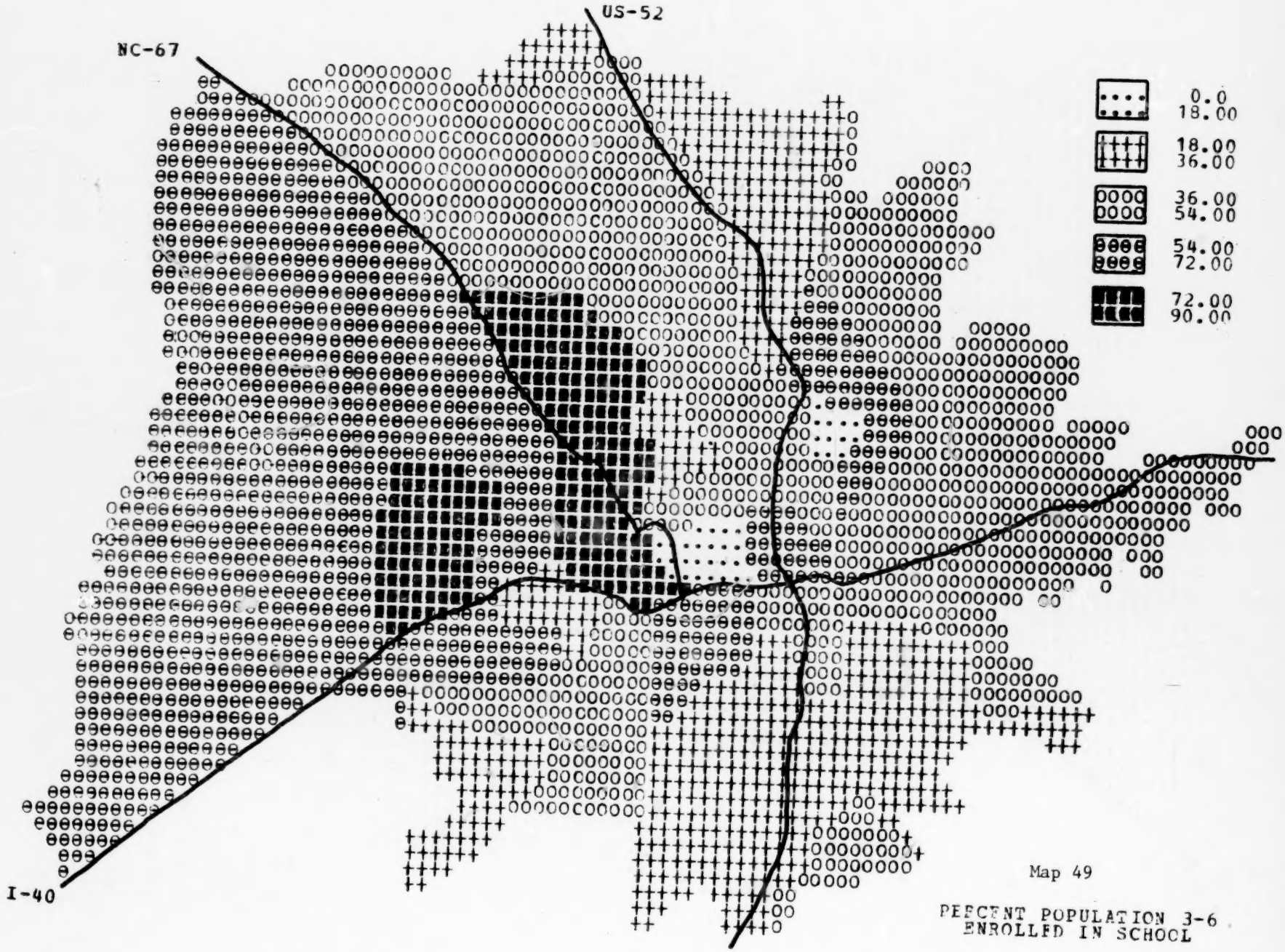
Map 47

PERCENT NON-ENROLLED MALES 16-21, FOUR OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED



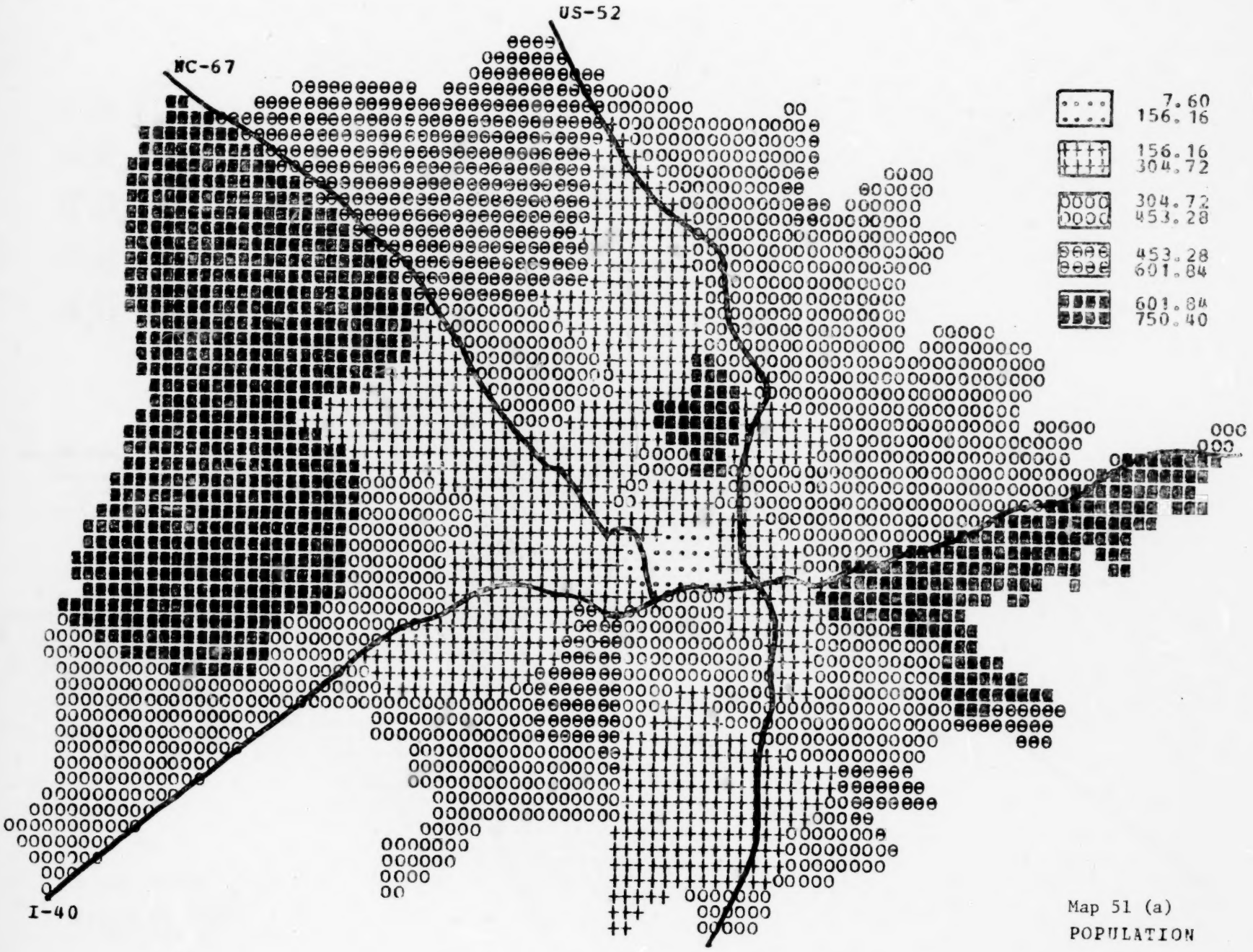
Map 48

PERCENT NON-ENROLLED FEMALES 16-21, FOUR OR MORE YEARS HIGH SCHOOL WHO ARE UNEMPLOYED

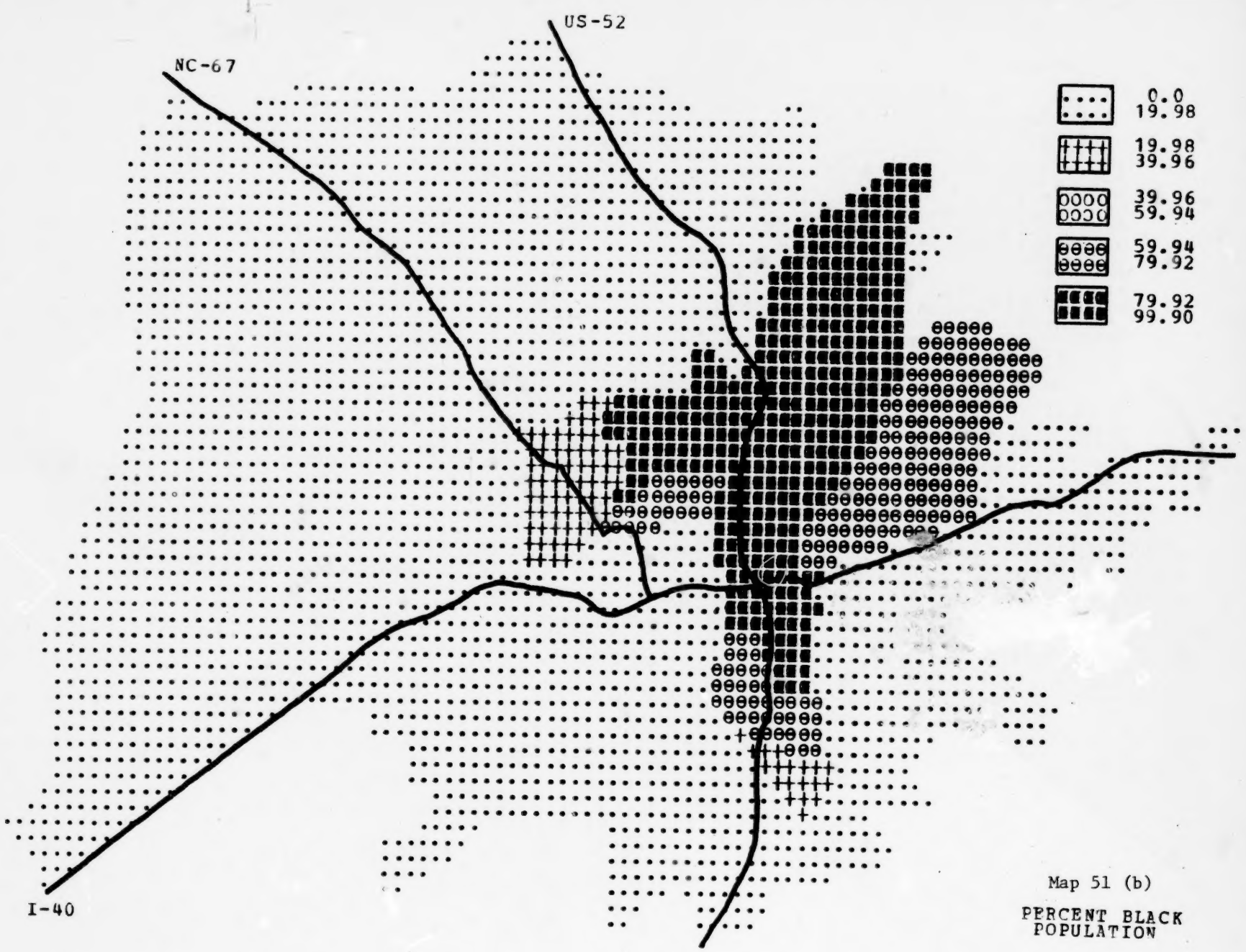


Map 49

PERCENT POPULATION 3-6
ENROLLED IN SCHOOL



Map 51 (a)
POPULATION



Map 51 (b)

PERCENT BLACK POPULATION